

Cover Page



East Alton District 13

Literacy Plan

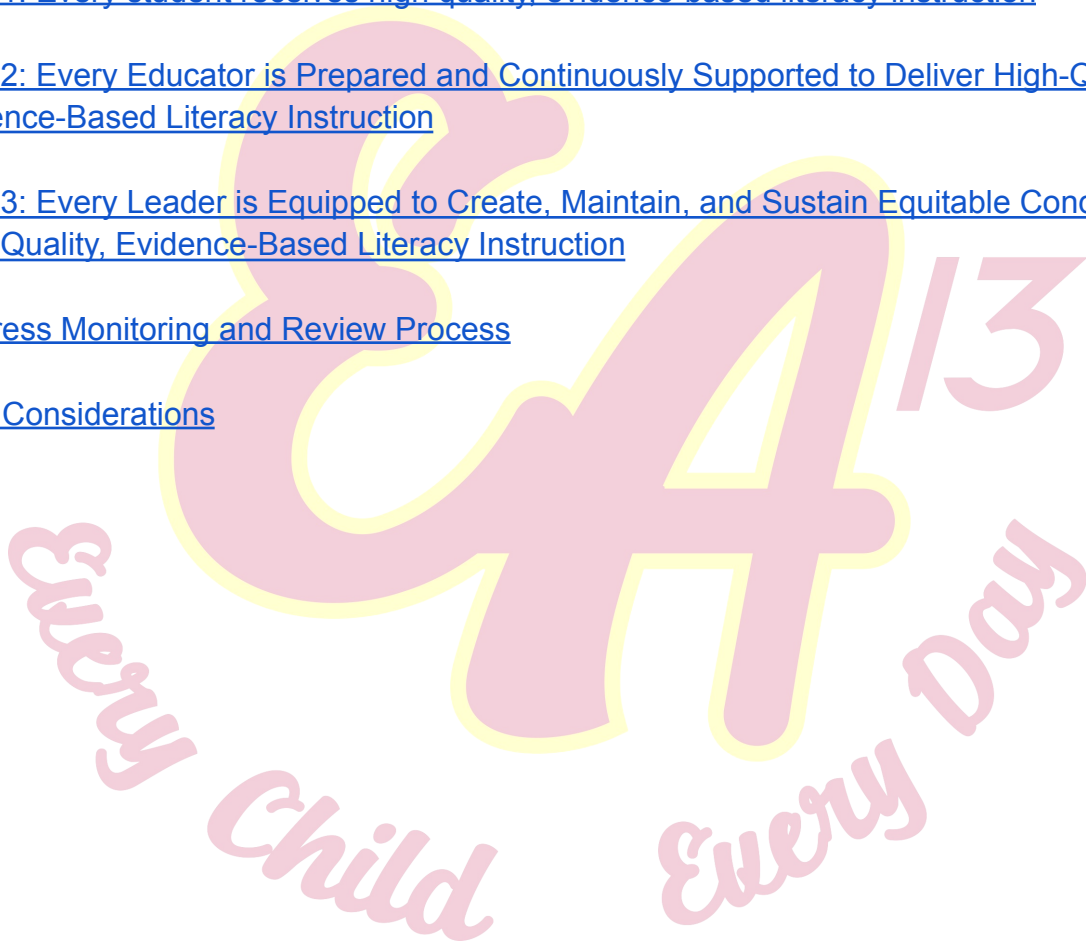
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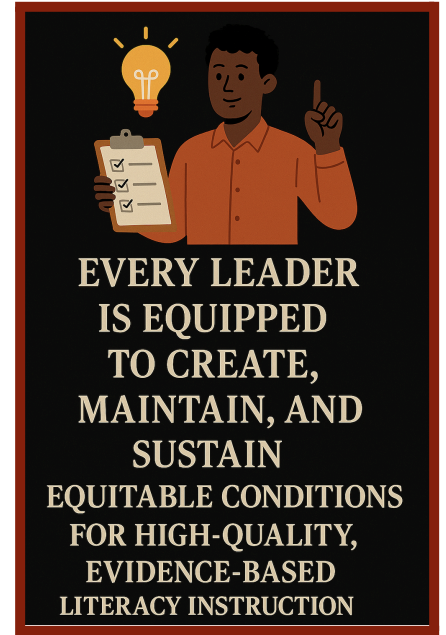
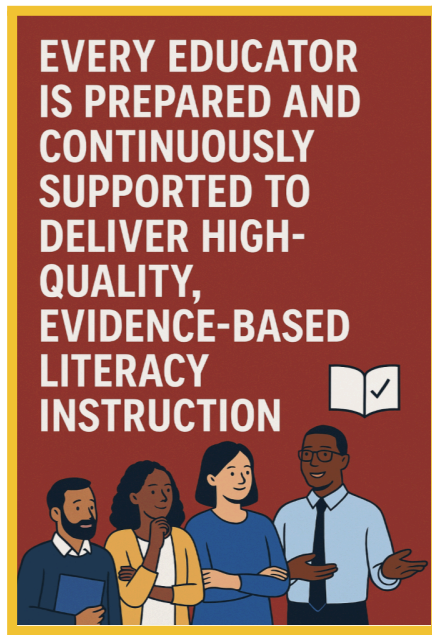
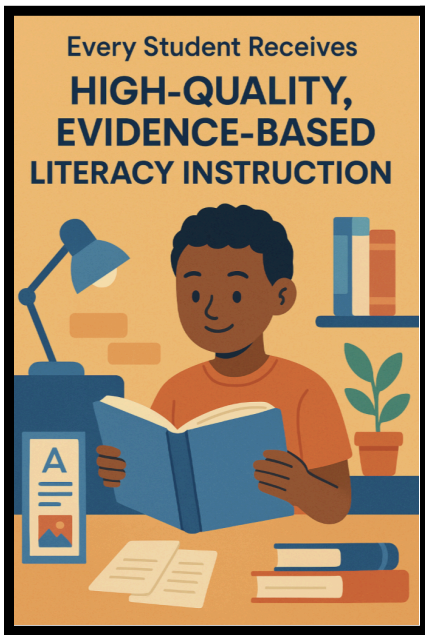
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Introduction



Literacy is the foundation of learning and is a crucial skill for success in the 21st century. East Alton District 13 is committed to ensuring that every student develops the strong literacy skills necessary for academic achievement and lifelong learning.

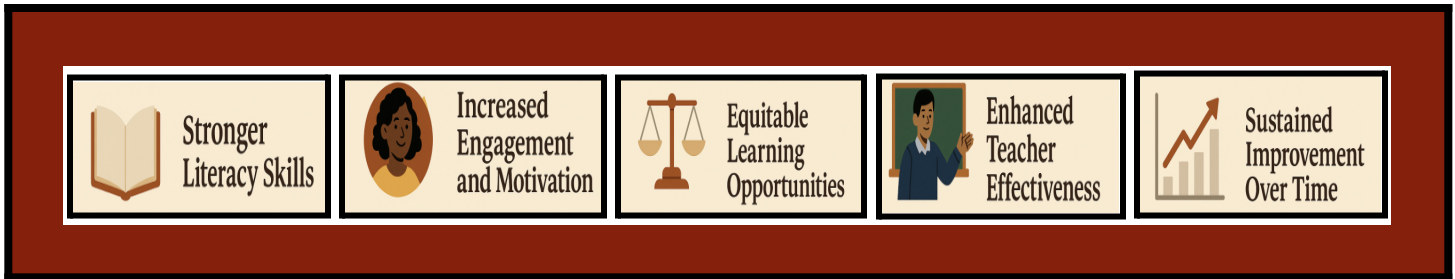
This plan is grounded in high-quality, evidence-based literacy instruction aligned with Illinois State Board of Education (ISBE) learning standards and the [Illinois Comprehensive Literacy Plan](#). It is designed to support students, educators, and leaders in promoting strong literacy development.

Our plan is built around three main goals:

1. **Every Student Receives High-Quality, Evidence-Based Literacy Instruction:** We believe that all students, regardless of their background, deserve access to effective literacy instruction that is grounded in research and best practices. Our goal is to implement a curriculum that promotes reading and writing proficiency, enhances critical thinking skills, and builds a love for literacy among our students.
2. **Every Educator is Prepared and Continuously Supported to Deliver High-Quality, Evidence-Based Literacy Instruction:** Educators play a vital role in the success of our literacy initiatives. We aim to provide ongoing professional development and resources that empower our educators to implement evidence-based strategies in their classrooms. By fostering a culture of collaboration and continuous learning, we will ensure that our teachers are well-equipped to meet the diverse needs of their students.
3. **Every Leader is Equipped to Create, Maintain, and Sustain Equitable Conditions for High-Quality, Evidence-Based Literacy Instruction:** Effective leadership is essential for creating an environment that supports high-quality literacy instruction. Our plan focuses on equipping school leaders with the knowledge and skills to promote equity in literacy education. By fostering collaboration among stakeholders and ensuring access to resources, leaders will play a crucial role in sustaining our literacy initiatives.

Through the implementation of this Literacy Plan, we commit to enhancing literacy outcomes for our students, supporting our educators, and empowering our leaders. Together, we can build a robust literacy culture that nurtures every learner and prepares them for success in an ever-changing world.

Vision and Purpose



East Alton District 13 envisions a transformative literacy experience that empowers every student, educator, and leader within our schools. This vision is grounded in our commitment to three key goals:

1. **Every Student Receives High-Quality, Evidence-Based Literacy Instruction:** We aspire to create a learning environment where every student has access to high-quality literacy instruction that is rooted in evidence-based practices. This includes implementing a comprehensive curriculum that emphasizes critical reading and writing skills, encourages active engagement, and connects literacy to students' lives and interests. By ensuring that all students receive tailored instruction that meets their individual needs, we will foster a love for literacy and improve overall academic achievement.
2. **Every Educator is Prepared and Continuously Supported to Deliver High-Quality, Evidence-Based Literacy:** Recognizing the vital role of educators in student success, we envision a support system for teachers that includes ongoing professional development and collaborative learning opportunities. By equipping our educators with the knowledge and tools they need to implement effective literacy strategies, we will enhance their ability to engage students and address diverse learning styles. Continuous support will ensure that educators remain informed about the latest research and best practices in literacy instruction, leading to more effective teaching and learning in the classroom.
3. **Every Leader is Equipped to Create, Maintain, and Sustain Equitable Conditions for High-Quality, Evidence-Based Literacy Instruction:** Effective leadership is essential for fostering an equitable literacy environment. Our vision includes empowering school leaders with the skills and resources necessary to promote a culture of equity in literacy education. By focusing on collaboration, resource allocation, and community engagement, leaders will create and sustain conditions that support high-quality literacy instruction for all students. This equitable approach will help eliminate barriers to learning and ensure that every student has the opportunity to excel.

By realizing this vision for literacy experiences anchored in our three goals, we anticipate significant improvements in student outcomes through the following pathways:

- ❖ **Stronger Literacy Skills:** With high-quality, evidence-based instruction, students will develop essential reading and writing skills that are critical for success in all academic areas. This foundation will lead to improved performance on assessments and increased confidence in their abilities.
- ❖ **Increased Engagement and Motivation:** An engaging curriculum that resonates with students will foster a love for reading and writing, motivating them to take an active role in their learning and explore literacy beyond the classroom.
- ❖ **Equitable Learning Opportunities:** By prioritizing equity in literacy instruction, we will create an inclusive environment where all students, regardless of their backgrounds, can thrive. This focus will help reduce achievement gaps and ensure that every student has the resources needed to succeed.
- ❖ **Enhanced Teacher Effectiveness:** Continuous support and professional development for educators will lead to improved instructional practices, resulting in more effective teaching and better learning experiences for students.
- ❖ **Sustained Improvement Over Time:** Empowered leaders will establish a culture of continuous improvement, ensuring that high-quality literacy instruction remains a priority and that resources are allocated effectively to support ongoing student success.

Our envisioned literacy experiences in East Alton, driven by our dedication to these three goals, will cultivate a dynamic and equitable learning environment. This initiative will support the growth and development of all students, helping them become proficient, confident, and engaged readers and writers.

Goal 1



Goal 1: Every Student Receives High-Quality, Evidence-Based Literacy Instruction

We aspire to create a learning environment where every student has access to high-quality literacy instruction that is rooted in evidence-based practices. This includes implementing a comprehensive curriculum that emphasizes critical reading and writing skills, encourages active engagement, and connects literacy to students' lives and interests. By ensuring that all students receive tailored instruction that meets their individual needs, we will foster a love for literacy and improve overall academic achievement.

Goal 1: Every student receives high quality, evidence-based literacy instruction.			
Objectives	Action Steps	Team Member	Timeline
Curriculum Alignment	<ul style="list-style-type: none"> Align literacy instruction with high-quality, evidence-based instruction and Illinois State Standards. Implement a literacy curriculum that includes phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and speaking/listening. Develop cross-disciplinary literacy strategies to support reading and writing across all subjects. 	<ul style="list-style-type: none"> Building Principal C&I Director Classroom Teacher 	<ul style="list-style-type: none"> August-December
Assessment and Monitoring	<ul style="list-style-type: none"> Create a plan that outlines formative and summative assessments to evaluate student literacy progress and inform instruction. Regularly assess student progress and adjust instruction as needed based on data. Conduct data analysis meetings to review assessment results, identify trends, and make instructional adjustments to meet needs. Train teachers to analyze and use literacy data to inform instruction. Use data review protocols to adjust instruction for struggling students. 	<ul style="list-style-type: none"> Building Principal C&I Director Classroom Teacher RTI Team 	<ul style="list-style-type: none"> Ongoing Weekly PLC Meetings
Professional Development	<ul style="list-style-type: none"> Ongoing training for teachers focused on high-quality, evidence-based instruction. Training on differentiation strategies and literacy assessment methods. Training to analyze and use literacy data to inform instruction. 	<ul style="list-style-type: none"> C&I Director Classroom Teacher 	<ul style="list-style-type: none"> Ongoing
Intervention and Support	<ul style="list-style-type: none"> Use assessment data to identify students requiring additional literacy support. Develop targeted intervention plans for identified students and track their progress. 	<ul style="list-style-type: none"> RTI Team Classroom Teacher 	<ul style="list-style-type: none"> Ongoing
Family and Community Engagement	<ul style="list-style-type: none"> Organize family literacy nights to help families support literacy at home. Create and distribute guides with literacy tips and activities for families. 	<ul style="list-style-type: none"> Building Principal Guiding Coalition 	<ul style="list-style-type: none"> August, November & February

Goal 2

**EVERY EDUCATOR
IS PREPARED AND
CONTINUOUSLY
SUPPORTED TO
DELIVER HIGH-
QUALITY,
EVIDENCE-BASED
LITERACY
INSTRUCTION**



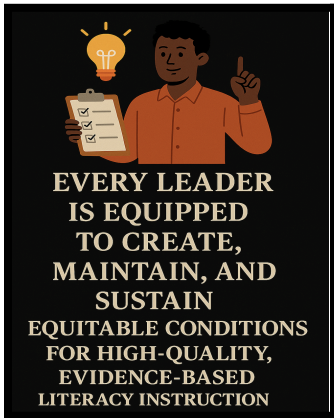
Goal 2: Every Educator is Prepared and Continuously Supported to Deliver High-Quality, Evidence-Based Literacy Instruction.

Educators play a vital role in the success of our literacy initiatives. We aim to provide ongoing professional development and resources that empower our educators to implement evidence-based strategies in their classrooms. By fostering a culture of collaboration and continuous learning, we will ensure that our teachers are well-equipped to meet the diverse needs of their students.

Goal 2: Every Educator is Prepared and Continuously Supported to Deliver High-Quality, Evidence-Based Literacy Instruction.

Objectives	Action Steps	Team Member	Timeline
Initial Training	<ul style="list-style-type: none"> Conduct a needs assessment to identify specific literacy instruction knowledge gaps among teachers. Provide comprehensive training on high-quality, evidence-based instruction and the district's adopted literacy curriculum. 	<ul style="list-style-type: none"> C&I Director Classroom Teacher 	<ul style="list-style-type: none"> Ongoing
Ongoing Professional Development	<ul style="list-style-type: none"> Establish a yearly professional development plan that includes a focus on literacy instruction. Offer training on specific topics, such as phonemic awareness and comprehension strategies. 	<ul style="list-style-type: none"> C&I Director Classroom Teacher 	<ul style="list-style-type: none"> Ongoing Weekly PLC Meetings
Peer Collaboration	<ul style="list-style-type: none"> Establish Professional Learning Communities (PLCs) with a literacy focus. Facilitate weekly PLC meetings for data review, lesson planning, and strategy sharing. Support cross-grade collaboration to ensure vertical alignment in literacy instruction. 	<ul style="list-style-type: none"> Principal C&I Director Classroom Teacher 	<ul style="list-style-type: none"> Ongoing
Coaching and Mentoring	<ul style="list-style-type: none"> Pair new teachers with mentors who have a strong background in evidence-based literacy practices. Establish a feedback system where admin and mentors provide constructive input to enhance instructional strategies. 	<ul style="list-style-type: none"> Principal C&I Director Classroom Teacher 	<ul style="list-style-type: none"> Ongoing
Resource Allocation	<ul style="list-style-type: none"> Allocate a dedicated budget for literacy professional development and purchasing of high-quality, evidence based literacy materials. Ensure time is allocated for weekly PLC's and monthly training sessions. 	<ul style="list-style-type: none"> C&I Director 	<ul style="list-style-type: none"> Ongoing Weekly PLC Meetings

Goal 3



Goal 3: Every Leader is Equipped to Create, Maintain, and Sustain Equitable Conditions for High-Quality, Evidence-Based Literacy Instruction:

Effective leadership is essential for fostering an equitable literacy environment. Our vision includes empowering school leaders with the skills and resources necessary to promote a culture of equity in literacy education. By focusing on collaboration, resource allocation, and community engagement, leaders will create and sustain conditions that support high-quality literacy instruction for all students. This equitable approach will help eliminate barriers to learning and ensure that every student has the opportunity to excel.

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	Timeline
Equity Training	<ul style="list-style-type: none"> Administer a survey to assess current understanding and practices related to equity in literacy instruction among school leaders. 	<ul style="list-style-type: none"> Administrative Team 	<ul style="list-style-type: none"> Ongoing
Data-Informed Decision Making	<ul style="list-style-type: none"> Develop clear protocols for collecting and analyzing data related to student literacy outcomes, instructional practices, and resource allocation to inform decision-making. Schedule regular meetings for school leaders to review data findings, discuss implications for equity in literacy instruction, and collaboratively develop action plans based on data insights. 	<ul style="list-style-type: none"> Administrative Team Guiding Coalition 	<ul style="list-style-type: none"> Ongoing Quarterly
Policy Development	<ul style="list-style-type: none"> Review existing literacy policies to identify gaps and areas for improvement related to equity and evidence-based practices in literacy instruction. 	<ul style="list-style-type: none"> Administrative Team 	<ul style="list-style-type: none"> Ongoing
Collaborative Leadership	<ul style="list-style-type: none"> Conduct regular action planning sessions where guiding coalitions and grade level teams can identify goals, develop strategies, and evaluate progress related to equitable literacy instruction initiatives. 	<ul style="list-style-type: none"> Administrative Team Guiding Coalition Classroom Teachers 	<ul style="list-style-type: none"> Ongoing
Continuous Improvement	<ul style="list-style-type: none"> Establish a schedule for continuous professional development that focuses on the latest practices in equitable literacy instruction for school leaders. Collect feedback from school leaders and teachers about challenges and successes in implementing equitable literacy practices, using this information to inform adjustments and improvements. 	<ul style="list-style-type: none"> Building Principal C&I Director Guiding Coalition 	<ul style="list-style-type: none"> Ongoing

Progress Monitoring and Review Process

The progress monitoring and review process is a critical component of the East Alton District 13 Literacy Plan, designed to ensure that our literacy initiatives are effectively implemented and continuously improved. This section outlines the systematic approach we will take to assess the progress of our goals and objectives consistently.

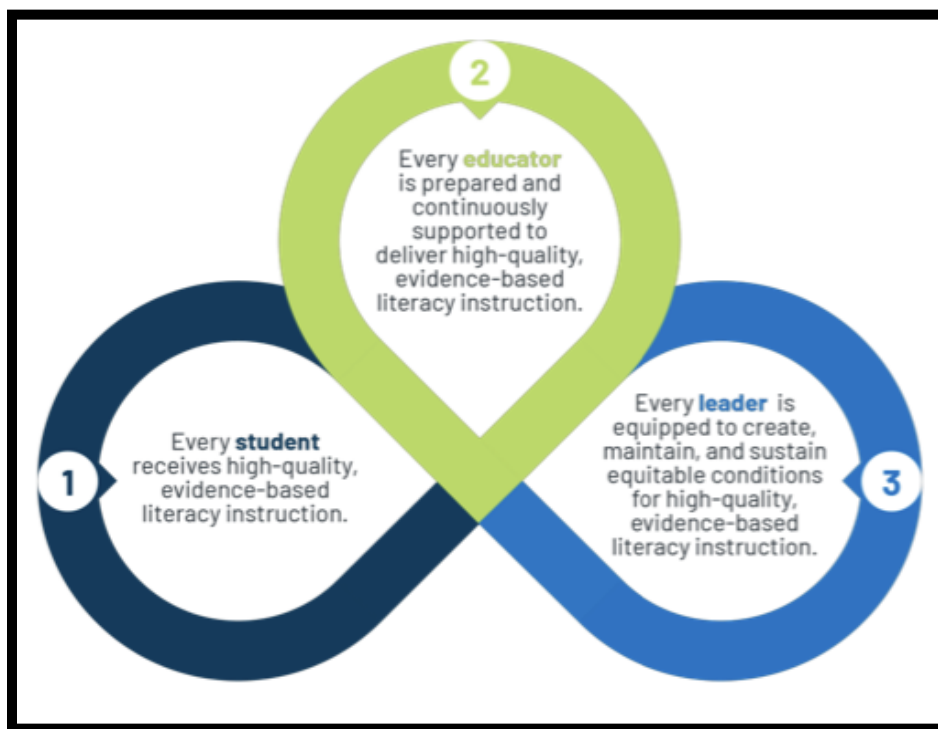
Progress Monitoring and Review Process	
Objectives	Action Steps
Data Collection	<ul style="list-style-type: none"> • Schedule and conduct standardized literacy assessments throughout the year to evaluate student reading and writing proficiency. • Implement regular formative assessments to monitor student progress in literacy and inform instructional adjustments. • Develop and use structured observation protocols to assess instructional practices in literacy, focusing on evidence-based strategies and student engagement during lessons. • Maintain a database to track the allocation and utilization of literacy resources across the district.
Analysis	<ul style="list-style-type: none"> • Regularly analyze the data from assessments, observations, and surveys to identify trends in student literacy outcomes, instructional practices, and resource allocation, informing future decisions and improvements. • Create reports summarizing the analysis findings, highlighting key trends, areas for improvement, and areas of success.
Goal Review	<ul style="list-style-type: none"> • Meet to review progress in order to assess advancements toward the goals and objectives outlined in the literacy plan. • Collect and analyze data related to student literacy outcomes, instructional practices, and resource utilization to evaluate progress against established benchmarks. • Conduct collaborative meetings to discuss data findings, celebrate successes, and identify challenges in meeting the goals and objectives. • Based on the review discussions, create action plans that outline specific strategies to address areas needing improvement and enhance ongoing efforts toward achieving the literacy goals.
Action Planning	<ul style="list-style-type: none"> • Analyze data from progress reviews to pinpoint specific areas needing improvement as well as successful strategies that can be expanded upon.
Implementation	<ul style="list-style-type: none"> • Distribute action plans to relevant stakeholders and discuss implementation during team meetings to clarify roles, responsibilities, and timelines.
Evaluation	<ul style="list-style-type: none"> • Determine specific data to be analyzed, such as student assessment scores, engagement levels, and educator feedback, to evaluate the effectiveness of the action plans. • Establish criteria for success, such as a certain percentage increase in student literacy proficiency or improved survey responses from educators.
Communication	<ul style="list-style-type: none"> • Distribute quarterly progress reports that summarize key findings, updates on action plan implementation, and student literacy outcomes.
Continuous Improvement	<ul style="list-style-type: none"> • Set up a structured process to gather feedback from stakeholders through surveys. • Conduct monthly meetings with teachers to analyze feedback and data, identify trends, and discuss adjustments to the literacy plan.

By implementing this progress monitoring and review process, we will ensure that our literacy efforts are data-driven, responsive, and aligned with our goals. This ongoing commitment to monitoring and review will ultimately lead to improved literacy outcomes for all students in our district.

Final Considerations

The East Alton District 13 Literacy Plan is designed to foster a culture of literacy that empowers every student, educator, and leader within our schools. Our commitment to enhancing literacy education is encapsulated in three main goals:

1. Every **STUDENT** receives high quality, evidence-based literacy instruction.
2. Every **EDUCATOR** is prepared and continuously supported to deliver high-quality literacy instruction.
3. Every **LEADER** is equipped to create, maintain and sustain equitable conditions for high-quality, evidence-based literacy instruction.



Through the implementation of this literacy plan, we aim to cultivate a robust literacy culture that supports the growth and development of proficient, confident, and engaged readers and writers. By focusing on these three goals, we are committed to ensuring that every student has the opportunity to succeed in their literacy journey and beyond.

Do great things for Every Child, Every Day!