LEA Literacy Plan (LLP)

[Name of district here]

[Address Here]

Lead Writers

[List names here]

Date: [Enter completion date here]

[Insert district logo here]

Acknowledgements

[Insert a short narrative of approximately 200–250 words acknowledging all sources (i.e. funding, guidelines, leadership and other assistance that were utilized to develop the plan). This should be written after the plan is completed]

Table of Contents

Section I: Literacy Plan Team

Membership

[Insert a list of team membership. Make sure that there are representatives from each of the grade spans, administrators, parents, and community.]

Timeline

[Insert a general timeline for team meetings to develop the plan.]

Section II: Mission and Vision Statements

[Insert the District's mission and vision statements here.]

[Develop and insert literacy mission and vision statements here. Keep statements clear and obtainable.]

[Provide a narrative of approximately 100-200 words that explains the alignment/connections of the Pennsylvania State Literacy Plan)PaSLP) literacy mission and vision to the district's mission and vision. Explain how we will manage alignment among various initiatives. Where do we want to go? How will we get there?]

<u>Points of Consideration</u>

- Why do we need a literacy plan?
- Are our mission and vision statements congruent with those in the PaSLP?
- How do our mission and vision statements connect?
- What is the connection of other district initiatives and our plan?
- How will we recognize when other initiatives are supportive or contentious, and how will we handle it?

Section III: Guiding Principles

Guiding Principle 1: Literacy as a Critical Foundation for All Learning

Literacy is a critical foundation for all learning. Being fully literate in the 21st century requires that students read, write, and communicate at high levels to construct meaning from and across multiple sources, including print and non-print, and to communicate ideas orally and in writing. Schools must prepare students to develop the complex literacy skills they need to be future ready, to make meaningful contributions to society, and to enjoy personal fulfillment. Literacy, an important skill, and tool for learning, requires instruction and support from birth-grade 12.

[Insert short narrative. You may want to read the entire Guiding Principle 1 section in the 2019 Pennsylvania State Literacy Plan (PaSLP) to assist in your thinking and discussion. **Essential Element 1: Standards** and **Essential Element 6: Disciplinary Literacy** are also relevant to the discussion. Use the guiding questions to help formulate your response.

What does this mean in our district?

Does our current curriculum support this principle?

How do our best practices align with this principle?]

Guiding Principle 2: Diversity

Diversity (e.g., linguistic, cultural, race and socioeconomic status) should be acknowledged, valued, and respected in our schools and classrooms. Students should have educational experiences that enable them to learn about their own culture as well as the culture of others, to make connections between what they know and what they are learning. By valuing and acknowledging diversity in our curriculum and instructional practices, student learning, motivation, and access to educational opportunities will be increased.

[Insert short narrative. You may want to read the entire section in the 2019 PaSLP to assist in your thinking and discussion. **Essential Element 2: Oral Language and Academic Discourse** and **Essential Element 4: 21st Century Classrooms** are applicable in this section. Use the guiding questions to help formulate your response.

What does this mean in our district?

How do we demonstrate that we value differences-among faculty, students, etc.?

Are we preparing our students with a global awareness?]

Guiding Principle 3: High Expectations

There must be high expectations for all learners and a belief that all can gain literacy skills that prepare them to be future ready; that is, to be successful in college, career, and as citizens. Instruction must address the full range of learners and be differentiated to meet each child's needs; such instruction requires a well-integrated system connecting general, compensatory, gifted, and special education.

[Insert short narrative. You may want to read the entire section in the 2019 PaSLP to assist in your thinking and discussion. **Essential Element 1: Standards** and **Essential Element 5: Differentiated Instruction** would also inform the conversation. Use the guiding questions to help formulate your response.

What does this mean in our district?

Is there differentiation to support growth of all learners?

How do we provide for alignment and congruence among the various programs (general, compensatory, gifted, special education) that students might experience?]

Guiding Principle 4: Evidence-Based Decision Making

Decision making about literacy programs, practices, and policies must be evidence-based; that is, it must be grounded in reliable and valid research results and informed by experiential and contextual evidence. Evidence must come from multiple sources and provide information about the many factors that influence student learning.

[Insert short narrative. You may want to read the entire section in the 2019 PaSLP to assist in your thinking and discussion. **Essential Element 3: Assessment** is also applicable. Use the guiding questions to help formulate your response.

What does this mean in our district?

What are our instructional decisions based on – data? ideology?

Do we have a coherent, comprehensive literacy assessment plan across the grades that provides us with information we need to guide student instruction?]

Guiding Principle 5: Professional Learning

Educators must be prepared to teach effectively in the schools of the 21st century. Practicing teachers will benefit from ongoing, job-embedded learning opportunities that promote lifelong learning and reflective teaching.

[Insert short narrative. You may want to read the entire section in the 2019 PaSLP to assist in your thinking and discussion. Use the guiding questions to help formulate your response.

What does this mean in our district?

What does this mean in terms of hiring teachers?

How is professional development decided upon and actualized?

Is professional development based on what we know about the learning of adults and effective PD?

How do we ensure implementation? What supports are we providing teachers?

How are we supporting our teachers to become life-long learners?]

Section IV: Needs Assessment Review

[To complete this section, you will need a completed PA Literacy Needs Assessment. You can locate the Complete and Partial PaLNA on the PDE Website and on SAS.]

Standards and Curriculum

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

Points of Consideration

- *Does our curriculum align with the state standards?*
- *Does our curriculum articulate what students need to know and be able to do at each grade level?*
- *Does our curriculum show evidence of horizontal and vertical articulation of skill sets?*
- *Does our curriculum address the needs of all students?*

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

[Complete the chart using the information from above]

Standards & Curriculum	In Place	Not in Place	Content Area Modules that would assist	Other Professional Development /Resources that would assist
Birth – age 5				

Assessment

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

Assessment	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth – age 5				

Instruction

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

Points of Consideration

- *Is small group instruction a regular part of literacy time?*
- *Is there an intervention system in place?*
- *Do we have adequate blocks of literacy time?*
- *Is literacy connected to content specific areas?*
- *Do teachers and administrators know what constitutes effective literacy instruction?*
- *Do we use evidence-based instructional approaches or programs?*
- *Are we using data to assist with instructional planning?*
- *Are we addressing instructional needs across all the language arts: reading, writing, speaking, and listening?*

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

Instruction	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth – age 5				

Professional Learning and Practice

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

Professional Learning and Practice	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth – age 5				

Literacy Leadership, Goals, and Sustainability

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

Literacy, Leadership, Goals, and Sustainability	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth – age 5				

Transition

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

Points of Consideration

- *Do we have timely, well-kept records documenting retentions, graduation rates, and other measures that influence student success in school?*
- *Do we have tools to monitor and improve the transition process?*
- *Do we provide any professional development to help staff ensure successful transitions for students?*
- *Do our teachers have a dedicated time to meet with teachers of adjacent grades to discuss students? (all levels including pre-K/kindergarten, elementary/middle, and middle/high)*

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

Transition	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth – age 5				

Partnerships

[Review the findings in your Needs Assessment for each grade span (Birth-age 5, K-5, 6-8, 9-12) and identify strengths, gaps, and determine alignment. Insert a bulleted list of factual statements. The statement should stand by itself and not have any justification embedded within it.]

Points of Consideration

- *Is our district well represented in community activities and committees to expand awareness of the need for a comprehensive literacy program for children birth – grade 12?*
- *Do we participate in community awareness activities to inform and encourage public support for literacy education – children birth to grade 12?*
- *Do we treat parents and community members and organizations (libraries, businesses) as partners in our literacy efforts?*
- *What is the public perception of our school?*

[Insert a short conclusion of approximately 100-200 words. Use these guiding questions to assist in the formation of your response.]

- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

Partnerships	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth – age 5				

Section V: Setting and Prioritizing Goals

Goal Setting

[Insert a list of all literacy goals in the table using the information contained in each chart of Section IV: Needs Assessment Review and the salient ideas that were presented during discussion. Goals can be things not in place *and* practices/procedures that are in place, but in need of refinement. Include a brief rationale for each goal and identify title of section i.e.: Professional Learning and Practice, Instruction, Transitions etc.]

Title of Section	Goal	Rationale

Prioritizing Goals

[Prioritize the goals in the chart. The priority goals will be used to develop an action plan. Use guiding questions to help formulate your response.]

Points of Consideration

- *Which goals will maximize our efforts and resources to advance student achievement?*
- *Which goals build on another or are prerequisites of other goals?*
- *Which goals are actionable for us at this point?*

[Fill out the Action Plan Map. Each map describes how implementation of the Plan will take place for each specific literacy goal. Copy and paste the chart for each additional goal.]

Goal Action Map

Goal Statement:

	Action Step 1	Action Step 2	Action Step 3
Action Step			
Time Line			
Lead Person/s			
Resources Needed			
Specifics of information			
Measure of Success			
Review Date			

Section VI: Dissemination of Plan

[Insert how the Local Literacy Plan will be disseminated. By whom? When?

Keep in mind administration, teachers, parents, partners, and community members.]

Section VII: Assessing and Reporting Progress

[Insert a summary of how progress toward goals will be measured and reported.]