Local District Literacy Plan

Lostant Community Unit School District 425

Lostant Elementary School

April 2025

School Board Approval Date: April 9, 2025

Literacy Team Members	
Name	**Title/Role**
Amy Roach	K-8 Team Teacher
Melissa Einhaus	K-8 Team Teacher
Tricia Haynes	K-8 Team Teacher
Kassy Dumais	K-8 Team Teacher
Ashley Erwin	K-8 Team Teacher
Clinton Eager	K-8 Team Teacher
Courtney Klobucher	Principal
Bob Ketcham	Superintendent
Dr. Sandra Malahy	Business Manager
DeeAnna Guerra	LEASE Cooperative Coordinator
Shayla Chambers	BOE Member/ Parent

Literacy Plan Timeline	
Key Dates	**General outline and plan for team meetings to develop the local literacy plan.**
July 31, 2024	Literacy Plan shared with BOE and other stakeholders
August 15, 2024	Beginning of the year in-service to review Literacy Plan goals and action steps.
August 19-30, 2024	Review of initial benchmark assessments using AimsWeb Plus and NWEA Map data.
September 20, 2024	Monitoring of assessment data and establish tiered intervention groups.
October 31, 2024	Peer collaboration in-service on differentiated instruction in literacy.
December 20, 2024	Monitoring of targeted interventions for students struggling with literacy skills.
February 14, 2025	Professional development on differentiation strategies and effective literacy assessment.
March 21, 2025	Academic night and stakeholder meeting.

District Mission/Vision Statement: 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

Lostant CUSD 425 is a small and rural k-8 school that envisions literacy experiences that are designed to foster engagement, accessibility, and personalized learning. These experiences are aligned with evidence-based best practices in literacy instruction, taught by highly qualified teachers while incorporating community resources, culturally relevant materials, and hands-on learning opportunities.

Improved student outcomes
Literacy-Rich Classrooms:
- Classrooms designed with print-rich environments and diverse book collections that target oral/language communication, vocabulary, phonemic awareness, word recognition, reading fluency and comprehension.
- Daily read-alouds, shared reading, and independent reading time to engage students in language proficiency, phonemic awareness, and promote and model oral reading practices.
- Cross-curricular literacy integration, embedding reading and writing in science, social studies, and math.
- Writing across the curriculum embedded into social studies on a weekly basis to target informational writing responses.
- Evidence-based instructional practices in all classrooms to support student engagement and participation in literacy activities.
- Book Taco and Book Nacho will be a reading program implemented in grades K-8. Book Taco takes a drastic departure from the one-dimensional methods of prominent legacy programs by offering a platform with a wider variety of reading-related activities that cater to all learning styles.

Targeted Reading Interventions:
- MTSS will drive small-group and one-on-one instruction for struggling/beginning readers and writers.
- Explicit spelling and vocabulary instruction in the classroom through the use of various texts and visuals.
- Daily tiered intervention support (MTSS) with weekly and bi-weekly progress monitoring.
- Use of phonics-based and structured literacy programs in early grades to improve phonemic awareness and syntax understanding; through the use of formal and informal activities that engage students.
- Use of Lexia® Core5® Reading will be used with grades K-5. This is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.

Community Literacy Partnerships:
- Collaborations with the local library, businesses, and organizations to provide reading opportunities and access to books.
- Guest readers, author visits, and storytelling events.
- Volunteer reading programs where older students, parents, or community members mentor younger readers.

Family Engagement in Literacy:
- Family literacy nights with interactive activities that are engaging in the areas of reading, writing, and communicating.
- Parent workshops on reading strategies to support learning at home.
- Take-home book bags and lending libraries to increase book access.
- Monthly parent brochures that include but are not limited to supporting student academic success.

Culturally Relevant and Student-Centered Literacy:
- Diverse books and texts that reflect students' backgrounds and experiences.
- Student-led book clubs and literature circles.
- Writing and publishing opportunities (blogs, poetry slams).
- Young Authors program.

Use of Technology to Enhance Literacy:
- Online writing tools to support student creativity and engagement.
- Digital reading platforms and audiobooks for differentiated instruction.
- Assistive technology for students with special needs.

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

Objectives	Action Steps	Team Member Responsible	Timeline
1. Curriculum Alignment	-To ensure our literacy curriculum aligns with evidence-based practices and state standards to support student success by: - Regularly review and update literacy materials to reflect current best practices and meet the needs of our K-8 students. - Provide ongoing training for teachers to effectively implement literacy instruction across all grade levels that is aligned to the Illinois Learning Standards. - Ensure consistency in integrating phonics, fluency, comprehension, and writing strategies across all grade levels.	K. DuMais, C. Eager, M. Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, S. Malahy	On-going with monthly in-service meetings.
2. Assessment and Monitoring	-Lostant School will collect data on student literacy outcomes through benchmark data using AimsWeb and NWEA MAP assessments 3 times per year. In addition too: - Conducting regular literacy assessments aligned with state standards to monitor student progress. - Use of assessment data to identify areas for improvement and tailor instruction to meet student needs. - Reviewing assessment results monthly to guide instructional decisions and implement targeted interventions. - Ensure assessments inform practice, helping teachers adjust MTSS strategies for individual and group learning success.	Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, D. Guerra	monthly progress monitor data 3x a year benchmarks

	- Analyze regional data to identify who is served by current literacy instruction.		
3. Professional Development	-Provide ongoing professional development for teachers to enhance literacy instruction. - Offer training on differentiation strategies and effective literacy assessment methods. This can be done through our Special Education Cooperative. - Support teachers in implementing evidence-based literacy practices through coaching and peer collaboration at monthly in-services. - Foster a collaborative learning environment where educators share best practices and refine instructional approaches.- Leaders monitor state and local trends to inform decisions on resources and training available that supports this literacy plan.	C. Klobucher, S. Malahy, D. Guerra	On-going throughout the school year as needed.
4. Intervention and Support	- Implement targeted interventions for students struggling with literacy skills to ensure individualized support. - Provide additional services such as tutoring and small-group instruction to reinforce reading and writing development. - Regularly monitor intervention effectiveness and adjust strategies based on student progress data. - Ensure appropriate support for diverse student populations, including students with disabilities and multilingual learners through the use of decodable books. - Cross-curricular literacy integration, embedding reading and writing in science, social studies, and math.	Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, D. Guerra	daily RtI MTSS T2 T3
5. Family and Community Engagement	- Lostant School will build strong partnerships with families and community organizations to extend literacy development beyond the classroom that include but are not limited to literacy nights; State of the School Address; Open House: Academic Night; and the annual Title I Parent Meeting. - Two presentations per year (Comets & Convo) that provide resources and workshops to equip parents with strategies to support their child's literacy growth at home. - Encourage community involvement through volunteer opportunities, reading mentorship programs, and local literacy initiatives. - Continual sharing of assessment data with stakeholders to advocate for literacy support programs.	K. DuMais, C. Eager, M. Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, D. Guerra, S. Malahy, B. Ketcham	Literacy night Birth to Five (DP library)

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

Objectives	Action Steps	Team Member Responsible	Timeline
1. Initial Training	-Ensure all educators receive comprehensive training in evidence-based literacy instruction during staff development. This could include new and existing systems in place. - Provide ongoing mentorship and support for new teachers as they begin implementing literacy instruction in the classroom. Professional development can be from sources within our ROE 35 or Special Education Cooperative. -Data driven approach so that all educators are successful with evidence-based literacy instruction. -Allocated time to train staff on analyzing and understanding assessment data.	C. Klobucher, S. Malahy	August teacher in-service.
2. Ongoing Professional Learning	-Offer regular professional development opportunities to strengthen educators' knowledge of effective literacy instruction. - Provide training on current research and best practices in literacy education. This can include conferences and workshops outside of District 425. - Encourage participation in collaboration for sharing strategies and resources.	C. Klobucher, S. Malahy	Monthly meetings with the principal, teachers, and contracted specialists.
3. Peer Collaboration	-Create opportunities for educators to collaborate with peers, sharing resources, and effective instructional practices. - Establish peer observation and feedback systems to promote reflective practice and continuous growth in literacy instruction. -Data driven approach so that all educators are successful with evidence-based literacy instruction.	Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, S. Malahy, D. Guerra	Throughout the school year.
4. Coaching and Mentoring	-Offer coaching and mentoring to support educators in refining their literacy instruction, with targeted help for those needing additional support. -Instructional coaching and mentoring services from ROE 35. - Pair novice teachers with experienced mentors to build confidence and ensure implementation of evidence-based literacy strategies. -Regular classroom observations by district leaders to continually assess literacy instruction and student skills..	Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, S. Malahy, D. Guerra	Internal and external support throughout the school year.
5. Resource Allocation	-Dedicate funding and resources to meet educators' professional learning needs (Title and Literacy Grants, District set-aside funds). - Provide access to conferences, workshops, and courses focused on literacy instruction. -	C. Klobucher, S. Malahy, B. Ketcham	Annually during the preparation of the annual school budget.

	Ensure teachers have high-quality instructional materials and technology to support effective literacy teaching in the classroom. -Access to the resource library that includes evidence- based literacy materials.		

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 Responsible	Timeline
1. Equity Training	-Provide annual training and support for school staff and leadership on recognizing and addressing inequities in literacy instruction. - Ensure culturally responsive teaching and equitable access to literacy resources for all students, including those with diverse learning needs. -Continual training and support in literacy instruction through the use of informed decision-making and continuous improvement.	C. Klobucher, S. Malahy	All staff training in August regarding equity training and on-going as needed.
2. Data-informed Decision Making	-Equip school leaders and teachers with practical strategies to analyze literacy data and use it to guide instruction. This can be done using yearly benchmark scores in AimsWeb Plus and NWEA Map. - Implement a school-wide data collection system to monitor student progress and literacy outcomes. This is shared with all teachers in a Google Classroom.	K. DuMais, C. Eager, M. Einhaus, A. Erwin, T. Haynes, A. Roach, C. Klobucher, D. Guerra	Monthly data meetings
3. Policy Development	-Develop and implement school-wide policies that prioritize literacy instruction and ensure all students receive appropriate support. - Regularly review, update, and assess school policies to align with best practices and the needs of our small learning community.	C. Klobucher, S. Malahy, B. Ketcham, S. Chambers	Annual stakeholders meeting in during February and/or March.
4. Collaborative Leadership	- Leadership will emphasize the understanding of high quality, evidence- based literacy instruction through professional development, student/teacher support, and through engagement with families and the community. - Foster a team-based leadership approach, where teachers, staff, and families collaborate to strengthen literacy instruction. - Build local partnerships with libraries, businesses, and community members to provide literacy support and enrichment opportunities. -Partner with nearby school districts to collaborate literacy strategies and instructional and assessment practices.	C. Klobucher, S. Malahy, B. Ketcham, S. Chambers	At monthly in-services with school personnel. At semi-annual meetings with parents. County-wide in service.
5. Continuous Improvement	-Ongoing review processes to track the effectiveness of literacy initiatives. - Regularly analyze student progress	K. DuMais, C. Eager, M. Einhaus, A. Erwin, T. Haynes, A.	April of each year

	and instructional practices to identify areas for growth and deficits. - Use feedback from teachers, students, and families to make informed adjustments that improve literacy instruction and outcomes.	Roach, C. Klobucher, S. Malahy, B. Ketcham, S. Chambers	

Progress Monitoring and Review Process

Objectives	Action Steps
1. Data Collection	Three times per year students will be benchmarked using AIMSweb Plus and NWEA MAP assessments. Classroom and MTSS data will be collected and analyzed monthly.
2. Analysis	At monthly data meetings, the principal and teachers will analyze student data for MTSS grouping and one-on-one instructional needs.
3. Goal Review	Goals are reviewed at monthly staff meetings and shared with the Board Of Education at monthly board meetings.
4. Action Planning	The District Literacy Plan will be viewed and discussed at the May staff in-service and June school board meeting. Areas of needed improvement will be addressed and up-dated in the Plan.
5. Implementation	Action Steps will be implemented following the timeline as presented in the Plan. Action Steps will be monitored throughout the school year by administrators and discussed at monthly in-service meetings.
6. Evaluation	Student data will drive the effectiveness of most Action Steps. Teacher feedback will drive the effectiveness of professional development, provided resources and materials, and student learning groups. Outcomes and new Action Steps will be adjusted during the summer after all data has been viewed and discussed. The revised District Literacy Plan will be available at the onset of the school year for stakeholder input and additional revisions if necessary.
7. Communication	In August a State of the School Address will commence for all stakeholders where the District Literacy Plan will be discussed. The Plan will also be an agenda item at the August school board meeting. In addition, the District Literacy Plan will be available on the school website at www.lostantcomets.org.
8. Continuous Improvement	The District Literacy Plan will be discussed at monthly staff in-service meetings. Immediate changes will be implemented within one month. Other changes will be addressed in the revised District Literacy Plan over the summer.

Final Considerations Conclusion & Next Steps

The Lostant Community Unit School District 425 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.