Pennsylvania District Comprehensive Local Literacy Plan (CLLP)

[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 when the plan is completed]

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**Section I: Literacy Plan Team**

Membership

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

Timeline

[ Insert a general time line for team meetings to develop the plan. Remember you have a year for the development, so that the plan can be a usable guiding document.]

**Section II: Mission and Vision Statements**

[Insert the District’s mission and vision statement here}

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

**Points of Consideration**

* Why do we need a literacy plan?
* Are our mission and vision statements congruent with those in the PaCLP?
* 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?

[Provide a narrative of approximately 100- 200 words that explains the alignment/connections of 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?]

**Section III: Guiding Principles**

1. **Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is an essential at all levels (Birth-Grades 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.**

[Insert short narrative. You may want to read the entire section in the PaCLP to assist in you 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?*]

1. **Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.**

[Insert short narrative. You may want to read the entire section in the PaCLP to assist in you thinking and discussion. Essential Element 2: Oral Language and Essential Element 4: Engagement and Resiliency are applicable in this section also. 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?*]

1. **There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child’s needs, and 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 PaCLP to assist in you thinking and discussion. Essential Element 5: Differentiated Instruction and Essential Element 1: Standards 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?*]

1. **Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.**

[Insert short narrative. You may want to read the entire section in the PaCLP to assist in you thinking and discussion. Essential Element 3: Effective 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?*]

1. **Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.**

[Insert short narrative. You may want to read the entire section in the PaCLP to assist in you 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 Literacy Needs Assessment. This may be a good time to update the district literacy needs assessment.]

**Standards and Curriculum**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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 | KtO Content Area Modules that would assist | Other Professional Development/Resources that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**Assessment**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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 a viable assessment plan listing measures, schedules, procedures, and targeted students at every grade level in every school?*
* *Do teachers and administrators have easy access to the data?*
* *Do teachers and administrators understand what each test is intended to measure?*
* *Do teachers and administrators know how to interpret the data for classroom instruction?*
* *Do we have regularly scheduled data meetings?*
* *Do we use data as a means of determining possible professional development needs?*

[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?]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | In Place | Not in Place | KtO Content Area Modules that would assist | Professional Development that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**Instruction**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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 | KtO Content Area Modules that would assist | Professional Development that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**Professional Learning and Practice**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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**

* *Are professional learning activities aligned in a cohesive plan to meet the needs of students, teachers, and administrators?*
* *Is professional development based on what we know about effective PD?*
* *Are initiatives understood and supported by administrators?*
* *Do administrators attend and participate in professional development opportunities?*
* *Are initiatives sustained across years?*
* *Is professional development taken back into the classroom?*
* *Are our teachers and administrators knowledgeable about current research for best practice?*
* *Are our teachers given dedicated times to reflect and discuss new learnings and classroom practice with their colleagues?*
* *Are there attempts to build teacher leadership in the school through collaboration and the development of communities of practice?*

[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?]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional Learning and Practice | In Place | Not in Place | KtO Content Area Modules that would assist | Professional Development that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**Literacy Leadership, Goals, and Sustainability**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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 school leaders seek out ways to support literacy improvement efforts?*
* *Is there a coordination of literacy goals, assessment, instruction, and professional development?*
* *Do we give way to “fads” in literacy instruction?*
* *Is there a dedicated person assigned to “literacy?”*
* *Do we use our local Intermediate Unit and regional PaTTAN consultants to provide professional learning to build internal capacity?*
* *Is our principal’s primary responsibility to be an instructional leader?*
* *Do we inform our parents and community of our literacy achievement and goals?*
* *Do we seek ways to engage parents and community in improving literacy achievement?*

[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?]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Literacy, Leadership, Goals, and Sustainability | In Place | Not in Place | KtO Content Area Modules that would assist | Professional Development that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**Transition**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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 | KtO Content Area Modules that would assist | Professional Development that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**Partnerships**

[Review the findings in your Needs Assessment for each statutory area (0-5 yrs., K-5th grade, 6th-8th grade, 9th -12 grade.) 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 really 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 | KtO Content Area Modules that would assist | Professional Development that would assist |
| Birth – 5yrs. |  |  |  |  |
| K-5th grade |  |  |  |  |
| 6th – 8th grade |  |  |  |  |
| 9th – 12th grade |  |  |  |  |

**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 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.]