

Creve Coeur District 76 Literacy Plan

Literacy Team and Plan Information

Literacy Team Members			
Name	Title/Role	Name	Title/Role
Kayla Woods	Director of Curriculum and Instruction	Tad Gesford	Fourth Grade Teacher
Jake Yocum	Principal - Parkview Middle School	Kristy Floyd	LaSalle Elementary - RTI Coordinator
Jason Thompson	Principal - LaSalle Elementary School	Chrystal Durand	Parkview Middle School - RTI Coordinator
Teresa Admire	Director of Special Education	Brooke Isaia	Fifth Grade Teacher
Julie Wagner	Kindergarten Teacher	Gabriella Williamson	Fifth Grade Teacher
Sarah Gustafson	Kindergarten Teacher	Patricia List	Sixth Grade Teacher
Tara Summerson	Kindergarten Teacher	Renee Bomgarden	Sixth Grade Teacher
Linda McEndollar	First Grade Teacher	Maggie Waller	Seventh Grade ELA Teacher
Crystal Davis	First Grade Teacher	Nick Friedrich	Eighth Grade ELA Teacher
Samantha Trotter	Second Grade Teacher	Sherry Stoltenberg	Kindergarten Paraprofessional
Micheal Allison	Second Grade Teacher	Patty Smallberger	First Grade Paraprofessional
Darlene Grant	Second Grade Teacher	Kerry Grove	Second Grade Paraprofessional
Dominique Pohl	Third Grade Teacher	Tracy Winkler	Elementary Paraprofessional
Kyle Janssen	Third Grade Teacher		
Danielle Montgomery	Third Grade Teacher		
Michale Davis	Fourth Grade Teacher		

Literacy Plan Timeline

Key Dates	Insert a general outline and plan for team meetings to develop the local literacy plan.
10-24-2025	School Improvement Day - Complete Workbook with Teachers
2-4-2026	Administrators Meeting - Complete Workbook with Admin Team

District Mission Statement:

It is the mission of Creve Coeur School District 76, in partnership with home and the community, for all students to obtain the necessary knowledge, skills, and self motivation to become life-long learners, socially responsible citizens, and active participants in their ever-changing world.

District Vision Statement:

In keeping with the mission statement, Creve Coeur School District 76 will provide students with access to current curriculum and the tools necessary to enable them to become competent life-long learners.

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:**

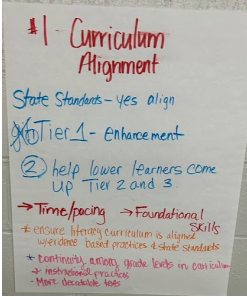
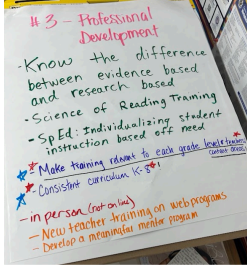
GOAL 1: Every **student** receives high-quality, evidence-based literacy instruction.

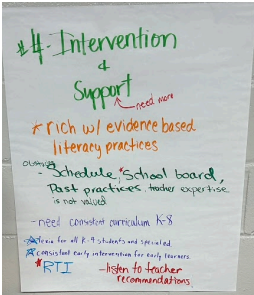
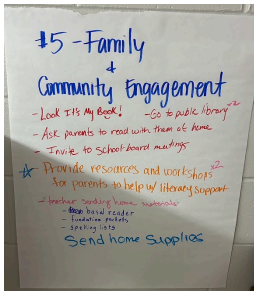
GOAL 2: Every **educator** is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction.

GOAL 3: Every **leader** is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

<p>What is envisioned for local district literacy experiences, and how will these lead to improved student outcomes?</p>	<p>The district envisions literacy experiences that are equitable, engaging, and evidence-based, ensuring that every student becomes a confident, capable reader, writer, speaker, and thinker.</p>
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GOAL 1: Every student receives high-quality, evidence-based literacy instruction.

Objectives	Action Steps	Team Member(s) Responsible	Timeline
<p>1: Curriculum Alignment</p> 	<p>Action Steps</p> <ul style="list-style-type: none"> • Ensure literacy curriculum is aligned with evidence based practices and state standards • Regularly review and update curriculum materials to reflect best practices in literacy education • Provide training for teachers on implementing the literacy curriculum effectively • Continuity among grade levels in curriculum and instructional practices • Need more decodable texts • Update curriculum maps for pacing and progression of foundational skills • Determine pacing of foundational skills • Alignment of foundational skills across curriculums • Consistent K-8 curriculum provided by District 	<p>All teachers & admin team</p>	<p>On-going</p>
<p>2: Assessment and Monitoring</p> 	<p>Action Steps</p> <ul style="list-style-type: none"> • Implement regular literacy assessments aligned with state standards; MAP and STAR assessments three times per year • Utilize assessment data to identify areas for improvement and track student progress • Review assessment data regularly to inform instructional decisions and interventions • Continue using STAR, Foundations and ESGI to progress monitoring literacy skills • Continue data days with grade levels 	<p>All teachers & admin team</p>	<p>On-going</p>
<p>3: Professional Development</p> 	<p>Action Steps</p> <ul style="list-style-type: none"> • Offer ongoing professional development opportunities for teachers focused on effective literacy instruction strategies • Provide training on differentiation techniques and literacy assessment methods • Support teachers in implementing evidence-based literacy practices through coaching and peer collaboration • Provide training on the Science of Reading • Provide Special Education teachers with training on Individualizing student instruction based of need • Develop a meaningful mentor program • Develop new teacher training on web programs 	<p>All teachers & admin team</p>	<p>On-going</p>

<p>4: Intervention and Support</p> 	<p>Action Steps</p> <ul style="list-style-type: none"> • Develop and implement targeted interventions for students who are struggling with literacy skills • Provide additional support services such as tutoring and small group instruction • Monitor the effectiveness of interventions and adjust as needed based on student progress data • Consider necessary support for special student populations including students with disabilities • Provide a schedule that allows for intervention. • Provide training on evidence-based literacy practices. 	<p>All teachers & admin team</p>	<p>On-going</p>
<p>5: Family and Community Engagement</p> 	<p>Action Steps</p> <ul style="list-style-type: none"> • Foster partnerships with families and community organizations to support literacy development outside of the classroom • Provide resources and workshops for parents to help them support their child's literacy skills at home • Encourage community involvement in literacy initiatives through volunteer opportunities and outreach programs • Provide resources for teachers to send home with students (EX. basal reader, Foundations packets, spelling lists) 	<p>All teachers & admin team</p>	<p>On-going</p>

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
<p>1: Initial Training</p>	<p>Action Steps</p> <ul style="list-style-type: none"> • Ensure that all educators receive comprehensive training in evidence-based literacy instruction during their initial teacher preparation programs • Provide ongoing support and mentorship for new teachers as they implement literacy instruction in the classroom • Ensure that all educators receive relevant training broken down by grade level 	<p>Admin team</p>	<p>On-going</p>

2: Ongoing Professional Learning	<p>Action Steps</p> <ul style="list-style-type: none"> ● Offer continuous professional development opportunities for educators to deepen their understanding of literacy instruction ● Provide training on the latest research and best practices in literacy education ● Encourage educators to participate in collaborative learning communities to share strategies and resources ● Ensure that all educators are surveyed regarding their professional learning needs 	Admin team	On-going
3: Peer Collaboration	<p>Action Steps</p> <ul style="list-style-type: none"> ● Facilitate opportunities for educators to collaborate with their peers to share best practices and resources for literacy instruction ● Establish peer observation and feedback protocols to support continuous improvement in literacy instruction 	Admin team, RTI Coordinators	On-going
4: Coaching and Mentoring	<p>Action Steps</p> <ul style="list-style-type: none"> ● Provide coaching and mentoring support for educators, especially those in need of additional support in literacy instruction ● Pair novice teachers with experienced mentors to provide guidance and support in implementing evidence based literacy practices 	District, IESE, ROE53, Learning Partner -TBD	On-going
5: Resource Allocation	<p>Action Steps</p> <ul style="list-style-type: none"> ● Allocate resources and funding to support educators' professional development needs ● Provide opportunities for educators to attend conferences, workshops, and courses related to literacy instruction ● Ensure access to high-quality instructional materials and technology to support literacy instruction in the classroom ● Provide opportunities for educators to collaborate with other teachers ● Provide opportunities for educators to observe other educators ● Provide opportunities for educators to collaborate with other districts' educators 	Admin team & BOE	On-going

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
1: Equity Training	Action Steps <ul style="list-style-type: none"> ● Provide training for school leaders on identifying and addressing inequities in literacy instruction ● Emphasize the importance of culturally responsive teaching practices and equitable access to resources 	Superintendent, Admin Team, RTI Coordinators, IPA, IASA, IESE, ROE53, IRC, Renaissance, HMH, Amplify, Wilson Language	On-going
2: Data-Informed Decision Making	Action Steps <ul style="list-style-type: none"> ● Equip leaders with the skills to analyze literacy data effectively and use it to inform decision-making processes ● Implement systems for collecting and reviewing data on literacy outcomes, instructional practices, and resource allocation 	Superintendent, Admin Team, RTI Coordinators, IPA, IASA, IESE, ROE53, IRC, Renaissance, HMH, Amplify, Wilson Language	On-going
3: Policy Development	Action Steps <ul style="list-style-type: none"> ● Develop and implement policies that prioritize literacy instruction and support equitable access to resources and interventions for all students ● Review and revise district policies to ensure alignment with best practices in literacy education and equity principles 	BOE, Admin Team, ISBA-Press	On-going
4: Collaborative Leadership	Action Steps <ul style="list-style-type: none"> ● Foster a collaborative leadership culture where leaders work together with teachers, families, and community members to promote literacy development ● Establish partnerships with community organizations and stakeholders to support literacy initiatives and address the needs of diverse learners 	Admin Team, Parent-Teacher Advisory Committee, BOE	On-going
5: Continuous Improvement	Action Steps <ul style="list-style-type: none"> ● Establish systems for ongoing monitoring and evaluation of literacy initiatives ● Regularly review data on student outcomes, instructional practices, and stakeholder feedback to identify areas for improvement ● Use data to make informed decisions and adjust strategies as needed to ensure continuous improvement in literacy instruction and outcomes 	Admin Team, RTI Coordinators, All Teachers	On-going

Progress Monitoring and Review Process	
Objectives	Action Steps
1: Data Collection	Collect data on student literacy outcomes, instructional practices, and resource allocation.
2: Analysis	Analyze data to identify trends, improvement areas, and success areas.
3: Goal Review	Review progress toward goals and objectives outlined in the literacy plan.
4: Action Planning	Develop action plans to address areas for improvement and build on successes.
5: Implementation	Implement action plans and monitor progress toward implementation goals.
6: Evaluation	Evaluate the effectiveness of action plans and adjust strategies as needed based on outcomes data: identify data to be analyzed, timeline for reviewing and responding to data, and criteria for success.
7: Communication	Communicate progress and findings to stakeholders, including educators, families, and community members.
8: Continuous Improvement	Use feedback and data to inform ongoing improvements to the literacy plan and instructional practices.

Final Considerations

Conclusion & Next Steps

The Creve Coeur District 76 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.