

Marseilles Elementary School
District 150
Local District Literacy Plan



April 2025

Board Approval Date
April 24, 2025

Literacy Team and Title/Roles

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District Team Members and Title/Roles

Brenda Donahue, Superintendent

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Literacy Plan Timeline

Key Dates

Professional Learning and Meetings

August 2024: Professional learning including but not limited to Cultural Competency and Racial Bias, Social Emotional Learning, Ethics and Boundaries

On-going: Instructional Coaching from Regional Office of Education

On-going: Professional learning aligned to new curriculum and intervention tools

Every Tuesday: Professional Learning Communities

Monthly: School Improvement Planning Meetings

On-going: School Leadership Team Meetings

On-going: District Leadership Team Meetings

District wide Reading Benchmark Screening:

August 19-August 30th

November 4- November 15th

February 10-February 21st

District Data Team Meetings:

September 11, 12, 13

November 18, 19 and December 18th

May 7, 8, and 9

District Mission and Vision

Marseilles Elementary School's vision for literacy is built on the belief that all students can learn and grow. This belief drives the school's commitment to providing appropriate support and interventions to ensure that every student has the opportunity to succeed. The vision is guided by the understanding that literacy is a foundational skill for academic achievement and lifelong learning.

The district's SMART goal aligns with this vision and sets a clear, measurable target for student achievement. The goal states that all students with appropriate interventions in place will perform at or above the 25th percentile on district benchmarks. This benchmark is crucial because it reflects the district's commitment to ensuring that students receive the necessary support to achieve academic success, particularly for those who may be struggling or at risk of falling behind.

By focusing on students performing at or above the 25th percentile, the district sets a realistic yet ambitious goal that targets students who may need extra support to reach grade-level proficiency. This goal emphasizes the importance of timely and effective interventions in improving literacy outcomes, ensuring that students receive personalized support tailored to their unique needs. Through this approach, Marseilles Elementary School strives to ensure that all students have access to the tools and resources necessary to improve their literacy skills and reach their full potential.

This vision and goal are aligned with the Illinois Comprehensive Literacy Plan (ICLP), which provides a framework for literacy development from birth through grade 12. The ICLP emphasizes evidence-based practices, early intervention, and a focus on all learners, ensuring that every student can achieve literacy success. By aligning its vision and SMART goal with the ICLP, Marseilles Elementary School is committed to following state guidelines and best practices for literacy instruction and intervention, ensuring that all students have the support they need to succeed in reading, writing, and beyond.

With this vision, goal, and alignment with the Illinois Comprehensive Literacy Plan, Marseilles Elementary is committed to continuing its efforts in providing

quality literacy instruction, leveraging the MTSS framework, and ensuring that every student has the opportunity to succeed academically and beyond.

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

The District utilizes the following instructional and additional strategies to strengthen academic and language programs and improve school conditions for student learning:

Professional Learning Community: PLC teams meetings are used to discuss student data and instructional strategies. Our professional learning communities meet every Tuesday for 45 minutes. This is a time when grade-level teams can meet and discuss data to guide instruction, work on District initiatives, and work on curriculum.

Curriculum Planning Sessions (3 times per year): The District has carved out 2-hour sessions three times per year for grade-levels to sit together with administration to go over District curriculum.

Data Team Meetings (6 times per year): District leaders, interventionists, grade level teachers, and specialists met to analyze data and plan for intervention.

Curriculum Articulation: District leaders, interventionists, grade level teachers and specialists met to align curriculum to state standards and articulate across the district and beyond.

New curriculum resources: The District adopts new curriculum resources, funds the purchase of resources to support the new curriculum mandates and needs. Students are benchmarked a minimum of three times a year in order to ensure they are making adequate progress in the areas of reading and math. If students are in the at risk or need intervention range, they are placed in a reading or math intervention to provide individualized instruction. Data team meetings occur every 6-8 weeks in order to determine if intervention continues to be needed. If a student is not making adequate progress after several interventions, a special education referral may be made to determine if a student has a disability.

Marseilles Elementary provides additional education assistance to individual students needing support meeting the challenging State academic and language standards, as well as additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency.

The district uses several methods for identifying students, as outlined above, testing, referrals and teacher recommendations are utilized. As students are identified, the team develops extended learning programs.

The District will identify and serve gifted and talented students by monitoring student's academic progress through use of STAR360 assessments to gain insight on student data and progress. Interim data can be used to determine which students are ready for enrichment level curriculum. Teachers will be guided to create a rich environment where children are engaged, curious, and eager to learn more. Enrichment will be inclusive to the classroom to afford other students the opportunity to experience challenge and spark their curiosity. STAR360 gives teachers exact parameters of what students know and what to teach next, and have resources embedded within the program for them to use to guide their instruction. Additionally, the district has developed an acceleration policy that will utilize a matrix of assessment and social-emotional learning standards for grade level accelerations, especially in the area of early kindergarten entry.

Curriculum Alignment

Team Members Responsible: District Leadership Team, Professional Learning Communities, School Leadership Team, District Curriculum Team

Timeline: Present-on-going

Core Reading K-5: Wonders 2020, Foundations

Core Reading 6-8: HMH IntoLit

Core Supplements include but are not limited to SRA Reading Mastery, Unique Learning, Fountas and Pinnell, The Wilson Reading Program, Power Spelling, Moby Max, FanBlog, Nearpod, and Quizzizz.

Assessment and Monitoring

Team Members Responsible: District Leadership Team, Professional Learning Communities, School Leadership Team, District Curriculum Team

Timeline: Present-on-going

Renaissance Place STAR 360 is utilized for literacy screening at the Kindergarten through 8th grade level. The screeners vary by grade level including:

Kindergarten: STAR360 Early Literacy, CBMs

1st Grade: STAR360 Early Literacy, Reading, Math and CBMs

2nd-8th Grade: STAR360 Reading and Math

The District employs a variety of strategies to collect, analyze and use data while improving school conditions for student learning. These strategies focus on collaboration, data-driven decision-making, and ensuring that curriculum and resources align with district goals and state standards.

Professional Learning Community (PLC) Teams

The District utilizes Professional Learning Communities (PLCs) as a key strategy to foster collaboration and improve instructional practices. PLC teams meet every Tuesday for 45 minutes, where grade-level teams come together to:

Discuss Student Data: Teachers use student performance data to evaluate the effectiveness of their instructional methods and identify areas where students need additional support.

Review Instructional Strategies: The team reflects on various teaching strategies to see what is working and make necessary adjustments.

Work on District Initiatives: Teams align their work with district-wide goals and initiatives, ensuring that all efforts are focused on improving student outcomes.

Collaborate on Curriculum Development: Teachers also use this time to share best practices, discuss challenges, and collaborate on creating effective lesson plans and curriculum materials.

Curriculum Planning Sessions

The District has carved out time three times per year for Curriculum Planning Sessions, which last for two hours each. These sessions bring together:

Grade-Level Teachers: Teachers collaborate within their grade levels to review and refine the curriculum, ensuring it is aligned with the District's goals and state standards.

Administrators: School leaders participate to provide guidance and ensure that the curriculum is aligned with broader district initiatives.

These sessions provide dedicated time for teams to examine curriculum materials, plan for upcoming units, and ensure that instruction remains consistent and effective across the district.

Data Team Meetings

The District holds Data Team Meetings six times per year to analyze student performance and plan targeted interventions. During these meetings:

District Leaders, Interventionists, Teachers, and Specialists collaborate to review data from assessments, standardized tests, and other student performance metrics.

Teams discuss trends, identify areas where students are struggling, and plan interventions to address gaps in learning.

These meetings are essential for creating data-driven plans that ensure students receive the support they need to succeed.

Curriculum Articulation

The District prioritizes Curriculum Articulation to ensure coherence and consistency across grade levels and schools. This process includes:

District Leaders, Interventionists, Teachers, and Specialists meeting to align the curriculum with state standards and ensure that students' educational experiences are consistent from one grade level to the next.

Articulation sessions are aimed at aligning the curriculum across the district and even beyond, ensuring that the content students are learning is both rigorous and relevant to state expectations.

These meetings also focus on horizontal articulation (aligning curriculum within a grade level) and vertical articulation (ensuring the curriculum builds logically from one grade to the next).

New Curriculum Resources

To support the implementation of new curriculum mandates and meet the evolving needs of students, the District continuously invests in new curriculum resources. This includes:

Adopting New Resources: The District evaluates and adopts new textbooks, digital tools, and instructional materials that support the curriculum and align with current best practices in education.

Funding Purchases: The District allocates funding for the acquisition of these resources, ensuring that teachers have the materials they need to implement the curriculum effectively.

The purchase of new resources supports the continuous improvement of teaching and learning by providing teachers with up-to-date tools that enhance student engagement and learning outcomes.

Goal 2: Every educator is prepared and continuously supported to deliver high-quality instruction.

Professional Development

Team Members Responsible: District Leadership Team, Professional Learning Communities, School Leadership Team, District Curriculum Team

Timeline: Present-on-going

Training and coaching are critical components of the district's strategy for improving instructional practices and ensuring that educators have the tools and support they need to effectively teach students. The district utilizes a variety of professional development opportunities to help educators refine their skills, stay updated on best practices, and better support student learning. Here's a summary of how training and coaching are integrated into the district's efforts:

Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) are a key strategy for continuous educator development. Teachers meet regularly in PLCs, usually on Tuesdays for 30 minutes, to collaborate and discuss instructional strategies, student data, and progress toward goals. During these meetings, educators:

- Share best practices and instructional techniques.

- Reflect on student performance data to adapt teaching methods.

- Work together to align instruction with district initiatives and curriculum goals.

- Receive peer support, which fosters a culture of continuous learning.

- Plan for Social Emotional Learning and RISE Positive Behavioral Supports

Curriculum Planning Sessions

The district organizes curriculum planning sessions three times per year, giving teachers and administrators dedicated time to discuss and refine the curriculum. These sessions support educators by:

- Offering a space for teachers to align their teaching practices with district-wide expectations and state standards.

- Allowing teachers to collaborate with administrators to adjust and improve the curriculum based on student needs and evolving educational strategies.

- Supporting cross-grade-level discussions to ensure consistency in instructional approaches.

Coaching and Mentorship

Coaching and mentorship are essential for providing individualized support to teachers. The district provides coaching opportunities through the Regional Office of Education where experienced educators, coaches, or specialists work closely with teachers to:

- Model effective teaching strategies and support the implementation of new methods.

- Help teachers address specific challenges in their classrooms, offering guidance on how to improve instructional practices or manage classroom behavior.

- Offer feedback on lessons and assist with data-driven instruction.

- Provide ongoing support for implementing interventions and strategies based on student needs.

Professional Development Workshops

The district also offers a range of workshops and training sessions to keep educators updated on the latest research, teaching methodologies, and technology tools. These professional development opportunities:

- Focus on specific areas such as differentiated instruction, technology integration, and student engagement strategies.
- Provide teachers with the tools and resources they need to implement effective teaching practices.
- Help educators stay aligned with new curriculum mandates and state educational standards.

Data-Driven Decision-Making

A key aspect of training and coaching is helping educators use data to inform instruction. Teachers receive training in analyzing student assessment data (from tools like STAR 360) to:

- Identify learning gaps and adjust instruction accordingly.
- Provide targeted interventions to students who need extra support.
- Continuously monitor student progress through formative assessments, which help guide the direction of future lessons.

By providing regular opportunities for collaboration, and data analysis the district ensures that educators have the support and resources needed to continuously improve their teaching practices and effectively meet the diverse needs of their students.

Intervention and Support

Team Members Responsible: District Leadership Team, Professional Learning Communities, School Leadership Team, District Curriculum Team
Timeline: Present-on-going

The MTSS (Multi-Tiered System of Supports) is a framework designed to meet the diverse academic and behavioral needs of students through structured levels of support. This model focuses on literacy instruction, ensuring that all students receive the appropriate level of intervention based on their specific needs. Here is a detailed view of our how our district implements MTSS for literacy:

At Tier 1, all students receive high-quality, standards-aligned literacy instruction within the general education classroom. This is achieved through the use of Wonders 2020, a comprehensive, research-based ELA Curriculum and Foundations (K-3 Phonemic Awareness).

Tier 2: Targeted Interventions for At-Risk Students

Tier 2 interventions are designed for students who are at risk of not meeting grade-level standards and require additional support beyond Tier 1. This support is provided by two full-time Reading Specialists, who work with small groups of students to target their specific needs.

The materials used in Tier 2 are research-based, including the Wilson Reading Program, Fountas & Pinnell, and WonderWorks. These resources focus on improving foundational literacy skills such as phonics, fluency, vocabulary, and comprehension.

- Wilson Reading Program provides structured, systematic instruction for students with reading difficulties, particularly targeting decoding and fluency.
- Fountas & Pinnell is used for assessing students' reading levels and providing small-group instruction that improves comprehension and fluency.
- WonderWorks is a program designed to help students with learning challenges and provides systematic instruction to reinforce foundational literacy skills.

Tier 3: Intensive Interventions for Students with Significant Needs

Tier 3 offers the most intensive support for students who need individualized interventions. These students have not responded to Tier 1 and Tier 2 interventions and may include those with identified reading disabilities.

At Tier 3, interventions are more frequent and tailored to the individual student's needs. The materials used for Tier 3 include the Wilson Reading Program, SRA Reading, Unique Learning Systems, and WonderWorks:

- Wilson Reading Program offers explicit instruction in decoding, fluency, and comprehension, particularly for students who struggle significantly with these areas.
- SRA Reading provides a systematic approach to building reading comprehension through research-based strategies.
- Unique Learning Systems offers differentiated instruction for students with diverse learning needs, including those with disabilities.

Additional Specialized Literacy Programs

In addition to the MTSS framework, the district offers several specialized literacy programs aimed at further supporting students' love for reading and strengthening their literacy skills. These include:

- District-wide Reading Clubs: These clubs are designed to engage students with books and foster a love for reading.
- Summer Reading Clubs: To combat summer learning loss, the district offers summer programs to keep students engaged with reading during the break. These specialized programs support the MTSS model by providing additional opportunities for students to develop their literacy skills in informal and enjoyable settings.

Family and Community Engagement

Team Members Responsible: District Leadership Team, Professional Learning Communities, School Leadership Team, District Curriculum Team

Timeline: Present-on-going

The district actively fosters family and community partnerships to support student learning and create a collaborative environment where families, educators, and community members work together to enhance educational experiences. These partnerships play a critical role in ensuring students receive the support they need both in and outside of the classroom. Below is a summary of how the district engages families, local organizations, and external funding sources to enhance student learning.

Family and Community Partnerships

Family Reading Night: The district hosts Family Reading Night events, which encourage families to engage in literacy activities together. This event promotes:

Parental involvement: It invites families to participate in activities that foster a love of reading and literacy.

Community engagement: Families get to experience how literacy is emphasized in the classroom while strengthening home-school connections.

Interactive learning: Parents and students engage in fun and educational activities designed to support reading development.

Marseilles Community Center: The district partners with the Marseilles Community Center to provide additional opportunities for families to engage in support and educational events.

Create an accessible location for community activities and events that promote family involvement in education.

Local Organizations

Regional Office of Education (ROE): The district collaborates with the Regional Office of Education to enhance professional development and provide resources for teachers, administrators, and families. The ROE helps by:

Offering professional development for educators to improve instructional practices.

Providing access to educational resources and support for both teachers and students.

Marseilles Public Library: The Marseilles Public Library is an important partner in providing resources to support student learning outside of school. This partnership helps:

Offer access to books and other educational materials to students and families.

Provide library programs that support literacy development and encourage reading among students.

Host community events that promote the importance of reading and lifelong learning.

LEASE Special Education Cooperative: The LEASE Special Education Cooperative works closely with the district to provide specialized services for students with disabilities. This collaboration allows the district to:

Provide tailored support for students with special needs, including in the areas of literacy, social-emotional development, and academic achievement.

Ensure that students with disabilities have access to appropriate resources and interventions.

Funding Sources

Local Business Partnership Donations: The district receives donations from local businesses, which help support various educational initiatives, events, and resources.

Contribute to incentives and prizes for student achievement, helping to create a positive learning environment.

Local Funds: The district allocates local funds to support educational programs, including literacy initiatives and other academic support activities. These funds are used to:

Purchase curriculum materials and resources to support student learning.

Fund family engagement events, such as Parent Literacy Education events and community outreach programs.

Grants (Stronger Connections, 1003, Title 1): The district leverages external grant funding to support academic programs and services for at-risk students. These grants allow the district to:

Provide additional instructional resources for students who are struggling academically.

Offer professional development for educators to enhance instructional quality.

Implement intervention programs aimed at improving literacy and other key areas of student achievement.

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

The process for reviewing goals and planning actions is a structured approach that ensures continuous improvement in educational practices, student outcomes, and overall district performance.

Setting Clear Goals

The first step in the process is establishing specific, measurable, achievable, relevant, and time-bound (SMART) goals for the academic year.

Collaboration: District leaders, administrators, teachers, and specialists collaborate to identify the most important areas for improvement.

Data Analysis: Data from previous assessments, student performance reports, and feedback from staff and students guide the selection of goals. This data helps identify specific academic or programmatic areas that need attention.

Alignment with District Priorities: Goals are aligned with the district's strategic priorities, educational mandates, and state or federal requirements.

Developing Action Plans

Once the goals are set, the next step is to create action plans that outline the specific steps needed to achieve the identified objectives.

Strategies: Clear instructional strategies and interventions that will be employed to meet the goal.

Resources: Identification of the resources, tools, and materials required to support the plan.

Timeline: A clear timeline that specifies when tasks should be completed, including benchmarks for progress and deadlines for review.

Roles and Responsibilities: Assigning specific roles and responsibilities to ensure that all staff members know what they need to do to contribute to the goal. For example, teachers may be responsible for implementing specific instructional strategies, while administrators track progress and provide support.

Implementing Actions

The next step involves carrying out the planned actions. This is where the strategies, resources, and roles identified in the action plans are put into practice.

Ongoing Support: Continuous support from district leaders, coaches, and other specialists to ensure that teachers and staff are able to execute their action plans successfully.

Professional Development: Teachers and staff are provided with the necessary professional development to implement new strategies, use new resources, or adopt best practices.

Monitoring: District leaders and administrators monitor the implementation of the action plans through observations, walkthroughs, and regular check-ins with teachers and staff.

Progress Monitoring Progress and Review Process

Regular monitoring is a crucial component of the process for reviewing goals and planning actions. The district uses various data points to track progress toward the goals. This might include:

Assessments: Student performance data from formative and summative assessments (such as STAR 360) is collected to monitor academic progress and measure the effectiveness of instructional strategies.

Progress Check-ins: Data team meetings, PLC discussions, and individual check-ins allow staff to review progress at regular intervals. This helps identify any areas where students or teachers may need additional support.

Feedback: Gathering feedback from teachers, students, and parents is important to assess whether the actions are having the intended impact on learning and the school environment.

Reviewing and Analyzing Results

At regular intervals (typically at the end of a quarter, semester, or academic year), the district reviews progress toward the goals. This review is data-driven and involves analyzing a variety of metrics, such as:

Student Performance Data: Examining assessment results and student progress reports to see if academic goals are being met.

Program Evaluation: Evaluating the effectiveness of new curriculum resources, instructional strategies, and interventions.

Staff Input: Teachers and other staff members provide input on the success of the strategies and whether they are adequately supported in implementing the changes.

Adjusting Plans and Setting New Goals

After reviewing progress, the district takes time to reflect on the results and make adjustments as necessary. This may involve:

Revising Action Plans: If certain strategies or actions are not achieving the desired results, adjustments are made.

Setting New Goals: Based on the progress made, new goals may be set for the next period or academic year. These goals may address areas that were not fully achieved or aim to take further steps toward continuous improvement.

Celebrating Successes: Positive results and milestones are acknowledged, helping to build morale and motivation among staff and students. This reinforces the importance of goal-setting and achievement.

Continuous Improvement Cycle

The process of reviewing goals and planning actions is iterative and part of a continuous improvement cycle. This means that the district is constantly refining its goals, strategies, and actions to better serve students. Every cycle leads to stronger instruction, better use of resources, and more effective interventions.

Communicating progress to stakeholders is a critical aspect of maintaining transparency, building trust, and ensuring that all parties involved in the educational process are informed and engaged in the journey toward student success. Stakeholders include students, parents, teachers, administrators, board members, and the broader community. Here's an explanation of how progress is communicated to these stakeholders:

Regular Communication with Parents and Families

One of the most important stakeholder groups is parents and families, as they are directly involved in students' learning experiences. The district utilizes several methods to keep parents informed about their child's academic progress:

Report Cards and Progress Reports

Parent-Teacher Conferences

Teacherease

Email and Phone Communication

Communicating with Teachers and Staff

Teachers and staff are the frontline of communication in educational settings, and they need timely and accurate updates to support students effectively. Communication with teachers typically occurs through:

Professional Learning Communities (PLCs): Teachers meet regularly in PLCs to review student progress and instructional strategies. These meetings provide an opportunity to discuss both individual student data and overall class performance.

Data Team Meetings: As part of the district's data-driven approach, district leaders, interventionists, and teachers meet periodically to analyze student data and plan interventions. The outcomes of these meetings help inform instructional practices.

Staff Meetings: Regular staff meetings provide a space for administrators to update teachers on school-wide or district-wide progress, including improvements in student performance or any challenges faced by the district.

Communicating with District Leadership and the School Board

District leadership and school board members need to stay informed about the district's overall performance and progress in achieving its educational goals. Communication with these stakeholders may include:

Board Presentations: Administrators provide regular updates to the school board through presentations that include data on student achievement, progress on district goals, and the effectiveness of ongoing initiatives.

Communicating with the Community

The broader community also plays an important role in supporting schools and contributing to the overall learning environment. Engaging the community involves:

Newsletters: Regular newsletters or updates via email or physical mail can be distributed to the community to keep everyone informed about important events, milestones, and progress. Newsletters may include updates on academic initiatives, student success stories, and upcoming school events.

District Website and Social Media: The district's website and social media platforms provide updates on overall progress, success stories, and other important information. Posts can celebrate achievements, share data, and keep the public informed about key developments in the district.

Communicating through Data

Data is a central aspect of communicating progress, particularly when it comes to academic achievement and school improvement. The district utilizes various forms of data to communicate progress to stakeholders:

Assessment Data: Data from formative assessments (e.g., STAR 360) and summative assessments (e.g., state assessments) is analyzed and shared with stakeholders. This data might be presented through charts, graphs, or summary reports that highlight trends in student performance.

Benchmarking and Goal Progress: Data about how the district is progressing toward its established goals is regularly shared with stakeholders. This allows everyone—from parents to administrators—to understand the progress being made and where additional effort is needed.

Surveys and Feedback: Stakeholder feedback through surveys (from parents, students, and staff) is analyzed to measure satisfaction with programs, curriculum, and overall school environment. This data helps inform decisions about where improvements are needed.

Clear, consistent, and transparent communication about progress is essential for keeping all stakeholders—students, parents, teachers, district leaders, and the community—engaged and informed. By utilizing a range of communication methods such as progress reports, parent-teacher conferences, school board presentations, newsletters, and data analysis, the district ensures that stakeholders have access to timely, accurate information that helps them support students and contribute to the ongoing improvement of the educational system.

Action Steps Agenda for Summer 2025

Team members Responsible: District Leadership Team, School Leadership Team, Literacy Plan Committee, Teachers, Administrators

Timeline: immediate–Summer 2025

Train additional staff on the use of the Wilson Reading Program

Train additional staff on the methods of Structured Teaching

Acquisition of additional research-based intervention tools Just Words, Foundations and Wilson Reading for Grades 2-3.

Follow up training and support on implementation.

Implementation of Summer Reading Club

Conclusion

Marseilles Elementary School's 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.