## ATTACHMENT B

Local Literacy Plan: Birth through Grade 12

 **Summary and Acknowledgements** Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.

# Content of the Plan

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s) Section 5: Measurable Learner Performance Goals Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals Appendices

**Page 1 of 5**

# Insert a list of all leadership team members, roles and contact information. The Applicant must include team members of early childhood program(s) and community that feed into your district. Additionally, team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

**SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION**

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SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

**Leadership Team Membership**

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| --- |
| **Name Title/Role Organization Email** |
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**Page 2 of 5**

Describe how the leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

**SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS**

Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes including the K-12 Comprehensive Evidence-Based Reading Plan.

Districts that are required develop improvement plans or implement improvement strategies must ensure that the Local Literacy Plan is aligned with other improvement efforts.

**SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT**

Describe why a Local Literacy Plan is needed in your community.

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Insert an overall analysis of language and literacy performance data, based on the age/grade ranges impacted by the plan. Data sources that the early childhood education program or LEA **may include**, but are not limited to include:

* *Infant Risk Factors;*
* *Florida’s Assessment of Student Thinking (FAST, grades VPK-10);*
* *Reading progress monitoring/diagnostic assessments;*
* *High School end-of-course tests; and*
* *Any other assessments, as applicable.*

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT LITERACY

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

**Page 3 of 5**

Describe the literacy mission and/or vision of the LEA.

**SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)**

**SECTION 5: MEASURABLE LEARNING PERFORMANCE GOALS**

Describe the measurable performance goals addressing learners’ needs (Section 3) that the Local Literacy Plan is designed to support progress toward. The plan may have an overarching goal, as well as sub-goals. See the guidance document for the definition of SMART goals.

**SECTION 6: ACTION PLAN MAP(S)**

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal.

Add as many action map goals as necessary.

**Goal # Action Plan Map**

Goal Statement:

Evidence-Based Practice:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Action Step 1** | **Action Step 2** | **Action Step 3** |
| Components |  |  |  |
| Timeline |  |  |  |
| Lead Person(s) |  |  |  |
| Resources Needed |  |  |  |
| Specifics of Implementation (training, coaching, system structures, implementationsupport and |  |  |  |

**Page 4 of 5**

|  |  |  |  |
| --- | --- | --- | --- |
| leadership structures) |  |  |  |
| Measure of Success |  |  |  |
| Check-In/Review Date |  |  |  |

**SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL**

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

**SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS**

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence- based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress.*

**APPENDICES**

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

Page **5 of 5**