

Advocacy Plan: Annual Report

LM/CE 5010

1. Goal	<p>What program, resource, or service will your annual report highlight? This annual report will be focusing on reading engagement and growth</p> <p>Goal Statement: Our primary objective is to elevate literacy outcomes by fostering a culture of active reading. Through targeted instructional strategies and expanded access to diverse texts, we aim to increase student engagement levels and measurable comprehension benchmarks by 3% over the coming year and 10% over the next three years.</p> <p>Intended Audience: The direct audience are the teachers and the parents with hopes of bringing increased reading comprehension reports to the admin and the board.</p> <p>Connection to School or District Mission: This goal directly supports the Sanborn Regional School District's mission by equipping learners with the high-level comprehension skills essential for the 'independent pursuit of knowledge.' By moving the needle on measurable literacy benchmarks, we ensure that every student—as a responsible citizen—possesses the critical thinking and analytical tools necessary to process information accurately and make 'well-informed decisions' in a complex world.</p>
2. Message and Data	<p>Key Message: The use of "targeted instructional strategies" in the goal mirrors the district's commitment to "all learners," ensuring that support is differentiated and inclusive rather than one-size-fits-all.</p> <p>Evidence You Will Include: Collected student work that displays their comprehension of assigned reading in ELA classes and assessment scores from the reading program.</p> <p>Plan for Collecting Evidence Throughout the Year: Ideally, using a program such as Accelerated Reader or iReady to collect data for individualized student reading comprehension growth.</p>

3. Team	<p>Team Members: The core team would be myself, our ELA team, and the reading specialists.</p> <p>Roles and Responsibilities:</p> <p>Librarian - Engagement & Access</p> <ul style="list-style-type: none"> - Planning: Curates diverse, high-interest collections that reflect the community. - Evidence: Tracks circulation data and "student choice" metrics to measure reading volume. <p>ELA Department - Instruction & Implementation</p> <ul style="list-style-type: none"> - Implementation: Delivers Tier 1 comprehension strategies across all grade levels. - Evidence: Collects summative assessment data and student work samples to track growth. <p>Reading Specialists- Intervention & Diagnostics</p> <ul style="list-style-type: none"> - Planning: Designs targeted support for "all learners" who fall below benchmarks. - Communication: Acts as a bridge between school and home, sharing progress with families. <p>Collaboration Strategy: The ELA Department shares their upcoming units while I then curate a "Choice Menu" of diverse books that fit that theme at various reading levels. Additionally, the Reading Specialist reviews these materials to ensure they are accessible. During PLCs, the teachers bring classroom assessment data. The reading specialist brings progress-monitoring data. The librarian brings engagement data.</p>
4. Timeline	<p>Example structure:</p> <ul style="list-style-type: none"> ● August: Planning between the three ● September: Baseline data collection ● October: Launch to parents - (demonstrate reading strategies at a community book tasting.) ● November: Integrated Units - ELA team teaches core instruction on comprehension, librarian offers texts sets of materials at various levels ● December: Begin targeted intervention ● January: Mid-year check-in ● February - March: Introduce more complex material ● April: Begin Information Literacy with librarian ● May: Final data collection ● June: Reporting & summer reading kits

5. Communication and Tools	<p>How you will share information about your program and annual report throughout the year: The team will craft emails to individual families for in depth student checkpoints. Infographics using Canva will be made illustrating the growth from the baseline assessment to the mid-year check-in, to the final data collection to see the trends, like those shown in the Londonderry (2025) example. Depending on the growth, a mid year shoutout can be crafted and shared in the weekly newsletter.</p> <p>How these communication tools support advocacy: Advocacy runs into issues when those that oversee programs perceive bloat. By showing the Librarian, ELA department, and the Reading Specialist co-planning units, we are showing exactly how tax dollars are being used to meet the Board's stated goals.</p>
6. Artifact	<p>Student Literacy & Engagement Survey</p> <p>Section 1: Reading Engagement</p> <p><i>Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)</i></p> <ol style="list-style-type: none"> 1. I can easily find books in the school library that reflect my interests or identity. 2. I read for pleasure outside of required school assignments at least twice a week. 3. I feel comfortable asking the librarian or my teacher for a book recommendation. 4. Open Ended: What is one topic or genre you wish we had more books about in our library? _____ <p>Section 2: Comprehension & Strategy</p> <p><i>Scale: 1 (Never) to 5 (Always)</i></p> <ol style="list-style-type: none"> 5. When I hit a word or idea I don't understand, I know specific strategies to help me figure it out. 6. I feel confident explaining what I read to a classmate or teacher. 7. In my ELA class, we talk about how to decide if a source of information is trustworthy. 8. I feel like I am becoming a better reader this year. <p>Section 3: Independence & Confidence <i>Checkboxes (Select all that apply)</i></p> <ol style="list-style-type: none"> 9. When I am reading a difficult text, I feel: <ul style="list-style-type: none"> ○ ☐ Confident I can get through it. ○ ☐ Bored or frustrated.

	<ul style="list-style-type: none"> ○ ☐ Like I need a teacher's help to understand it. ○ ☐ Interested in learning more about the topic. <p>10. I feel most successful as a reader when: (Pick one)</p> <ul style="list-style-type: none"> ○ ☐ I finish a book I chose myself. ○ ☐ I get a good grade on a reading quiz. ○ ☐ I learn something new that I can use in real life. ○ ☐ I share my opinion about a story during a class discussion.
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References Used:

KY School Libraries - Library Reports. (n.d.).

<https://sites.google.com/education.ky.gov/kylmr/resources/library-reports>

LaGarde, J. (2019, May 22). *It's annual report season! here are some tips to help you effectively tell your story*. Librarygirl.

<https://www.librarygirl.net/post/it-s-annual-report-season-here-are-some-tips-to-help-you-effectively-tell-your-story>