2024-2025 Todd County School District Literacy Plan (Year 4)

Name	School/ Site
Mark Thomas-Superintendent	District Office
Cherise Williams-Director of District Wide Services	District Office
Kim Justice-Director of SPED & EC	District Office
Kendra Haley	South Todd Elementary
Yvonne Haley	North Todd Elementary
Steven McGhee	Todd County Middle School
Alex Carrington	Todd County Central High School

Literacy Plan Executive Summary

Todd County Schools believes in our vision, that all our students can be confident, productive, engaged citizens in their local and global communities. We also believe that reaching this goal must be a collaborative community effort and is in fact, a collaborative community responsibility. The focus of all our efforts will be the development of language and cognitive skills from birth through Grade 12. When families, caregivers, education providers, schools, supplemental providers, faith-based groups, community organizations, and employers all join to focus on language and cognitive development, we can all be sure that we are raising the next generation of citizens.

To ensure our success, we are enlisting multiple programs and organizations--all of whom wrap-around our students from birth through Grade 12. There are five fundamental elements to our plan, all of which are central to wrapping around our students the necessary language and literacy foundations.

1. The district establishes a formal District Literacy Leadership Team (DLLT). This team meets quarterly to monitor and review goals and progress.

2. The district established a formal Network Literacy Leadership Team (NLLT) which includes the district superintendent and leaders from each of the early childhood providers and partner organizations. This team meets quarterly to monitor and review goals and progress.

3. The district adopts a specific Kentucky Academic Standards-driven curriculum and assessment architecture. Todd County's vision is to have our district use aligned curriculum, common pacing, common professional learning from P3-Grade 12 focusing on Vocabulary and Reading Comprehension to monitor students' progress. All schools will administer a writing assessment each quarter to track proficiency of students and identify Tier II and Tier III students for writing interventions. The focus is language and cognitive development, and critical thinking in a variety of disciplinary ways. The source of evidence is 'demonstrations of learning'--written artifacts that demonstrate students' ability to communicate their knowledge and expertise of a variety of content.

4. The district adopts data-driven inquiry cycles as the central monitoring and professional learning process. This entails collecting formative data and sheltering time and space for teachers to work in PLCs to review and learn from data, and using leadership tools that focus on standards evidence. Working with Close the Gap Kentucky and the Green River Regional Educational Coop (GRREC), Todd County will work with teachers to close student educational gaps. Close the Gap Kentucky provides intensive collaboration training to remove the barrier of one-teach/one-assist in collaboration classrooms. It allows both teachers to instruct in small group settings to enhance student learning.

5. Early childhood providers increase the quality of early literacy instruction through participation in high quality training provided by the Governor's Office of Early Childhood, the Regional Training Center, and other appropriate early literacy training. Instructional materials and books are provided to childcare centers, preschool programs, and parents with a focus on language and vocabulary skills. Family events take place to demonstrate ways to incorporate early literacy into daily routines with their children at home. Reading logs with goal setting is used to increase exposure to books and language in the early childhood education setting, as well as the home setting.

	Year 1	Year 2	Year 3	Year 4
Leadership Development PLC	● Monthly Virtual Leader Cohort ● Virtual Quarterly Leadership Meetings ● Leadership Protocols	● Virtual and in-person DLLT Meetings ● Leadership Protocols	● Virtual Quarterly Leadership Meetings ● Leadership Protocols ● Sustainability Protocols	● Virtual Quarterly Leadership Meetings ● Leadership Protocols ● Sustainability Protocols
School-led Learning Communities	● Instructional Cycle Protocols ● Student Work Protocols	● Instructional Cycle Protocols ● Student Work Protocols ● Reading and Writing proficiencies discussed and analyzed	● Instructional Cycle Protocols ● Student Work Protocols ● Reading and Writing proficiencies discussed and analyzed	● Instructional Cycle Protocols ● Student Work Protocols ● Reading and Writing proficiencies discussed and analyzed
Professional Development for PLCs	**Virtual** ● Curriculum Analyzer ● Disciplinary Product Series	● GRREC Literacy Academies ● Reading & writing in content areas	● GRREC Literacy Academies ● Reading & writing in content areas ● Close the Gap Kentucky for Collaboration in ELA classrooms.	● Close the Gap Kentucky for Collaboration in ELA classrooms.
Institutes for PLCs	All facilitated by LDC: Year 1 ● Disciplinary Literacy (Fall) ● Student Work (Fall) ● Student Work (Spring) ● Disciplinary Literacy (Spring)	GRREC Literacy Academies ● Preschool ● Elementary ● Middle School ● High School--Specific Content Areas (Science, ELA, Social Studies, Math)	GRREC Literacy Academies ● Preschool ● Elementary ● Middle School ● High School--Specific Content Areas (Science, ELA, Social Studies, Math) ● SPED department with DOSE.	Plan, Do, Study, Act Cycle

Todd County Schools believes that if every child has increased exposure to books and literacy strategies from birth through age 5, and grades K-12 produce at least 4-6 authentic written demonstrations of learning yearly, that our entire county will be different. Our literacy plan will act as the catalyst to establish a critical feeder pattern in

our county. We know we can change outcomes for all our students, and in doing so,

bring remarkable results to strengthen our community.

Todd County Literacy Plan

1 Literacy Team & Plan	2 Aligned Curriculum	3 Instruction & Intervention	4 Professional Learning	5 Literate Environment	6 Multiple Assessments	7 Partnerships

1.Literacy Team & Plan

Literacy Plan Component	District Actions	Evidence
Literacy Team & Plan	Todd County Schools will: 1. Establish a District Literacy Leadership Team (DLLT), including the Superintendent, school principals, lead teachers, and assessment experts. DLLT meets monthly to assess data and progress monitor the district literacy plan. The literacy plan will be the foundation in the district's and schools' Comprehensive Improvement Plans. 2. Establish a Network Literacy Leadership Team (NLLT), including Superintendent, heads of all partner organizations. NLLT meets quarterly to assess data and progress monitor the Network plan (Year 3 GRREC). 3. Host a planning session in the summer of Year 3 that includes time for the DLLT and the NLLT to plan, establish implementation indicators, and finalize site-specific implementation plans. 4. NLLT will establish a marketing plan which communicates messaging and purpose to partner stakeholders and the local community. Messaging anchored in improving student outcomes by joining together to collaboratively do two things--read to young children and ensure K-12 students write regularly. All focused on KAS as the means of articulating rigor, standards, and expectations for the entire county, not just the school system. 5. Both DLLT and NLLT will use the newly available ongoing formative student data, reading logs and KAS rubrics K-12, to analyze resource allocation and make modifications quickly. Hold quarterly meetings that will include plan modification recommendations with	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: 1. The district's Comprehensive Improvement Plan 2. Each site's Comprehensive School Improvement Plan 3. The district's Literacy Plan 4. Each school's Literacy Plan 5. Literacy coaching 6. District's KAS Curriculum Architecture maps and documents 7. Professional Learning Logs 8. Student work analysis in PLCs 9. DLLT meeting minutes 10. Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...

	expected timelines.
	6. DLLT and NLLT will invite and connect to local community leaders and organizations, including Rotary or other local service organizations, Chambers of Commerce, faith-based groups, department of Human Services to share and message the grant efforts taking place across the sectors in the county.
	7. Appoint an FTE as project manager. This district position will be responsible for all grant organization, planning, coordination between the partners, and data reporting. This person will also serve as the local capacity expert, going through all the training to ensure that there is a knowledge capacity plan in place in the district and across the community once the grant is complete.
	8. The DLLT will participate in stateside *Virtual Quarterly Leader Meetings:* supports school and district leaders in implementation management, building capacity, and ensuring sustainability.
	9. The DLLT will use specific common *Leadership Protocols* within the PERKS document that formalize the processes of measuring systemic improvement on literacy instruction and codifying student growth towards specific literacy learning goals.
Implementation Indicators	● Established Reading Improvement Team for K-3 student achievement ● Established Literacy Plan for each school to be reviewed a minimum of 3 times a year ● Progress Monitoring results at each reviewed a minimum school 3 times a year

Todd County Schools Literacy Plan Rollout Plan

	Cohort 1	Cohort 2	Cohort 3
Year 1	**Birth-5** 1. Parent Training 2. Literacy materials distribution 3. Book distribution 4. Reading Logs/Goal Setting		
	K-12 1. Curriculum analyzer 2. Implement 2 assignments (leader choice) 3. Complete the product and product progression mini courses to match module products taught		

	4. Monthly Virtual Leader Cohort (DSL and ILT Series) 5. All National Institutes and Conferences 6. Virtual Quarterly Leadership Institutes 7. Leadership Protocols		

	Cohort 1	Cohort 2	Cohort 3
Year 2	**Birth-5** 1. Parent Training 2. Literacy materials distribution 3. Book distribution 4. Reading Logs/Goal Setting	**Birth-5** 1. Staff Training 2. Parent Training 3. Literacy materials distribution 4. Book distribution 5. Reading Logs/Goal Setting	
	K-12 1. Curriculum pacing guide and unit planning 2. Ongoing instructional coaching (IC) in PLCs 3. District facilitated launch and institutes (GRREC) 4. Student Work Proficiency Monitoring	**K-12** 1. Curriculum pacing guide and unit planning 2. Ongoing instructional coaching (IC) in PLCs 3. District facilitated launch and institutes (GRREC) 4. Student Work Proficiency Monitoring	

	Cohort 1	Cohort 2	Cohort 3
Year 3	**Birth-5** 1. Parent Training 2. Literacy materials distribution 3. Book distribution 4. Reading Logs/Goal Setting	**Birth-5** 1. Staff Training 2. Parent Training 3. Literacy materials distribution 4. Book distribution 5. Reading Logs/Goal Setting	**Birth-5** 1. Staff Training 2. Parent Training 3. Literacy materials distribution 4. Book distribution 5. Reading Logs/Goal Setting
	K-12 1. Curriculum pacing guide and unit planning 2. Ongoing instructional coaching (IC) in PLCs	**K-12** 1. Curriculum pacing guide and unit planning 2. Ongoing instructional coaching (IC) in PLCs	**K-12** 1. Curriculum pacing guide and unit planning 2. Ongoing instructional coaching (IC) in PLCs

	Cohort 1	Cohort 2	Cohort 3
	3. District facilitated launch and institutes (GRREC) 4. Student Work Proficiency Monitoring	3. District facilitated launch and institutes (GRREC) 4. Student Work Proficiency Monitoring	3. District facilitated launch and institutes (GRREC) 4. Student Work Proficiency Monitoring

	Cohort 1	Cohort 2	Cohort 3
Year 4	**Birth-5** 5. Parent Training 6. Literacy materials distribution 7. Book distribution 8. Reading Logs/Goal Setting	**Birth-5** 6. Staff Training 7. Parent Training 8. Literacy materials distribution 9. Book distribution 10. Reading Logs/Goal Setting	**Birth-5** 6. Staff Training 7. Parent Training 8. Literacy materials distribution 9. Book distribution 10. Reading Logs/Goal Setting
	K-12 5. Curriculum pacing guide and unit planning 6. Ongoing instructional coaching (IC) in PLCs 7. District facilitated launch and institutes (GRREC) 8. Student Work Proficiency Monitoring	**K-12** 5. Curriculum pacing guide and unit planning 6. Ongoing instructional coaching (IC) in PLCs 7. District facilitated launch and institutes (GRREC) 8. Student Work Proficiency Monitoring	**K-12** 5. Curriculum pacing guide and unit planning 6. Ongoing instructional coaching (IC) in PLCs 7. District facilitated launch and institutes (GRREC) 8. Student Work Proficiency Monitoring

2. Aligned Curriculum

Literacy Plan Component	District Actions	Evidence
Aligned Curriculum	Todd County Schools will: 1. Adopt a KAS-driven Curriculum Architecture--see below. This Architecture is organized to be cohesive across all grade levels and subject areas and is designed to give students multiple opportunities to practice thinking work to the rigor of KAS about all types of content--English, Social Studies, and Science. Because all students will be practicing the same standards quarterly, teachers and schools have the opportunity for scoring calibration, collegial instructional support, and data-driven inquiry. 2. Implement literacy strategies learned through a Kentucky	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: • The district's Comprehensive Improvement Plan • Each school's Comprehensive School Improvement Plan

	preferred provider in Year 3.	• The District's Literacy Plan

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3. Adopt data-driven PLC cycles to review the formative assessment data weekly among teachers, monthly among the DLLT, and quarterly among the NLLT.

4. Within the data-driven inquiry cycles, teachers will follow a PLC cycle approved by the SBDM and presented to the local Board of Education. This repeated cycle of intentional planning of instruction targeted at students' reading, writing, speaking, and listening across disciplines will serve as professional learning, intervention and assessment alignment, and resource allocation review.

5. Early childhood providers implement early literacy strategies based on KYES and back mapped from KAS Kindergarten standards.

6. The NLLT will assign an academic liaison between early childhood and the school district. This committee will ensure that there is alignment between the KAS Curriculum Architecture and KY Early Childhood Standards. In addition, this committee will be responsible for coordinating and aligning collaboration, planning, and training of teachers, staff, and community members.
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• The District's Literacy Plan
• Each school's literacy Improvement Plan (PERKS)
• School Professional Learning Plans--site and individual
• District's KAS Curriculum Architecture maps and documents
• Interim data (Star and IXL Snapshot)
• Student summative data (KAS Assessment)
• Teacher learning tracked through professional learning logs
• Tracking sheets and KAS rubric scores for students' literacy gains
• District sets of student work for each unit of instruction on the Literacy Plan
• DLLT meeting minutes
• Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
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<tr><td>Implementation Indicators</td><td colspan="2">
● 90 minute daily Literacy Block for K-5 / 60 daily minute Literacy Block for 6-12
● Daily literacy instruction is aligned to KAS for Reading and Writing
● Grades K-3 includes explicit and systematic delivery of evidence-based scope and sequence in all of the five components of literacy: phonics, phonemic awareness, fluency, vocabulary and comprehension.
● Advanced decoding and morphology should be incorporated into literacy instruction for grades 4-12 in addition to fluency, vocabulary and comprehension.
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A) Todd County Schools KAS Curriculum Architecture

	Q1	Q2	Q3	Q4
Theme	Connections (Context)	Comparisons	Perspectives	Evaluations

KAS Goal Standard	R2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.			
KAS Common Literacy Focus Standard	**R3:** Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**R7[1]:** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.	**R6:** Students will analyze how point of view, perspective, and purpose shape the content and style of a text.	**R8:** Students will delineate and evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.
ELA / English				
Disciplinary Focus	Analyze Development and Interaction of Characters and Story Elements	Analyze How Textual Elements Produce Meaning or Effect (with comparison across texts in some grade levels)	Analyze Point of View or Purpose	Evaluate Arguments
ELA Product	Literary Analysis	Comparative Rhetorical Analysis	Literary or Rhetorical Analysis	Evaluation
Text Type	Literature	Literature or Literary Non-Fiction	Literature or Literary Non-Fiction	Literary Non-Fiction
Writing Mode/ Standard	I/E	I/E	Arg	Arg
Science				
Disciplinary Focus	Plan and Conduct Observations or Experiments	Interpret and Integrate Diverse Media to Research a Topic	n/a	Evaluate the Argument in a Scientific Text
Science Product	Lab Report	Poster Presentation or Infographic	None	Scientific Analysis or Literature Review
Text Type	Data from Observations or Experiments, Informational Text	Texts of Diverse Media and Format, e.g., Charts, Graphs, Images, Maps, Models	n/a	Scientific Arguments, e.g., Predictions, Proposals, Engineering Designs, etc.
Writing Mode	I/E	Arg	n/a	I/E
Social Studies				
Disciplinary Focus	Causation	Interpret and Integrate Diverse Media to Research a Topic	Analyze Point of View/Perspective in Sources	n/a

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[1] For 6-12 ELA, R4 may be substituted; the product will change to a literary or rhetorical analysis rather than a comparative analysis.

Social Studies Product	Causal Analysis	Multimedia Research Report	Primary/Secondary Source Analysis	None
Text Type	Primary and Secondary Sources	Maps, Photos, Timelines, Political Cartoons, Informational Text	Primary and/or Secondary Sources	n/a
Writing Mode	Arg	I/E	I/E	n/a

B) Literacy Units Overview

Literacy units overview offer *at least* 2-4 writing assignments per grade level (K-12) in English, Social Studies, and Science and add scaffolded rigor to any curriculum in any scope and sequence. These assignments require discipline-specific reading instruction based on Kentucky Academic Standards pairs, student and teacher self-reflections, and targeted discipline-specific writing instruction (for informative/ explanatory or argumentative writing).

Each unit will include:

- **Assessment:** a KAS standards-driven, writing-in-response-to-reading task that calls on students to write an authentic disciplinary product
- **KAS Standards Focus Cluster:** one reading, one writing, and one content standard are highlighted and provide the focus for the task and instruction
- **Texts:** copies of the grade level complex text/s needed to respond to the task (including the primary text/s and any supporting text/s needed for background knowledge)
- **Enduring Skills:** the list of enduring, disciplinary skills students will acquire in order to complete the task
- **Instructional Plans:** detailed instructional plans and activities to support students in acquiring the assignment's skills
- **Handouts and Resources:** all handouts and resources that will be used throughout the instruction.
- **Product Example:** a complete, grade-level appropriate writing sample that teachers and students can use to understand the features of the assignment

C) Assessment & Calibration Rubrics

Rubrics: normed and calibrated rubrics are adaptable so educators can select specific rows, combine specific rows from several rubrics, or use an entire rubric. All assignments feature the following rubrics, as applicable:

- Argumentative Writing Rubrics
- Informational Writing Rubrics
- NGSS Science Disciplinary Rubrics
- C3 Social Studies Disciplinary Rubrics
- CCSS Reading Standards Rubrics

3. Instruction & Intervention

Literacy Plan Component	District Actions	Evidence
Instruction & Intervention	Todd County Schools will: 1. Implement a Kentucky preferred provider training in English, Science, and Social Studies. 2. The Elementary literacy instructional program will actively engage all students by using effective, varied, and research-based practices to improve student academic performance through a 90 minute literacy block using the 5 components of literacy. 3. Intermediate elementary and secondary school's literacy instructional program will actively engage all students by using effective, varied, and research-based practices to improve student academic performance. All content area teachers are expected to address the core standard of the KAS ELA R2 standard in each unit. 4. Writing proficiencies are monitored quarterly grades K-12 through the PLC process. 5. Implement the reading log system for Birth through age 5. (See description below) a. The NLLT will make these resources (books, logs, etc.) available to early childhood providers and families as part of this grant. 6. Assign a project manager to manage book acquisition and professional learning log sheets, training, and data monitoring. 7. Tier I interventions will be addressed through normal classroom instruction. 8. Tier II and Tier III Reading intervention instruction will be offered to identified students K-12.	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: ● The district's Comprehensive Improvement Plan ● Each school's Comprehensive School Improvement Plan ● The District's Literacy Plan ● Each school's Literacy Plan ● Student formative data from analyzing common assessments and other pertinent assignments ● Student interim data (STAR and IXL Snapshot) ● Student summative data (KSA Assessment and IXL Snapshot) ● School Professional Learning Plans--schools and individual ● District's KAS Curriculum Architecture maps and

		documents
		• Tracking sheets and KAS rubric scores for students' literacy gains
		• Student assignments for each unit on the Literacy Plan
		• Reading logs
		• DLLT meeting minutes
		• Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
Implementation Indicators	• Implement a multi-tiered system of supports is in place to consider literacy instructional needs of students performing below grade level. • Literacy intervention instruction is delivered in small-group format. Group size adjusts based on student need. • Students who are above grade level receive extended literacy learning opportunities for acceleration as needed.	

A) Birth-Age 5 Early Literacy

In all the research and practitioner data around changing the landscape of communities and schools, one thing is clear beyond a doubt. Children who have language-rich lives from Birth to School-Age are better prepared for school, more likely to be on-level readers by the critical stage at the end of 1st grade and are mostly likely to be on grade level by the all-important bridge between the end of 3rd grade and transition into 4th grade.[2]

Thus, Todd County will adopt a simple solution–ensure that all children entering school for kindergarten have exposure to high quality early literacy instruction through staff and parent training with a focus on language and vocabulary skills and have ongoing access to age appropriate books. Book logs and goal setting will be used to

[2] Trelease, J. (2013). *The read-aloud handbook*. Penguin.

increase exposure to books across settings. This foundation, aligned with KYECS and

the Head Start Child Development and Early Learning Framework, will ensure that

those children are best and fully prepared to tackle school-based challenges and be

successful building toward rich and productive lives as active, engaged citizens.

4.Professional Learning

Literacy Plan Component	District Actions	Evidence
Professional Learning	Todd County Schools will: 1. Implement data-driven inquiry cycles through PLCs with classroom teachers, instructional leaders, literacy specialists, support staff, ICT and SPED teachers, and admins. 2. PLCs will meet weekly for each grade level team and yearly for vertical teams to conduct data review, student work analysis. Focus on explicit, comprehensive literacy instruction that includes reading, writing, speaking, and listening means across and between different content areas and grade level progressions. 3. Each PLC designated cycle will begin with one member's description following a protocol of a student piece of work and questions/ learnings arising from that work. 4. Within the data-driven inquiry cycles, teachers will follow the PLC cycle. This repeated cycle of intentional planning of instruction targeted at students' reading, writing, speaking, and listening across disciplines ensures that teachers have time to analyze student work, reflect on and evaluate the efficacy of instruction and intervention, and plan for improved instruction, interventions, and targeted differentiation. 5. This collaborative process will also ensure that each member of PLCs has the chance to share expertise, learn from others, and model for others. In addition, because all learning is centered on student work, and implications for instruction and intervention following student work results, all work is necessarily job embedded. Learning comes from the work teachers do daily, in combination with transparency around data, success, and areas of growth. 6. PLCs will adopt common: a. *Instructional Cycle Protocols:* ongoing agendas and meeting protocols to support educator growth and	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: • The district's Comprehensive Improvement Plan • Each school's Comprehensive School Improvement Plan • The District's Literacy Plan • Each school's Literacy Plan • Professional Development Plans--school and individual for teachers from schools and education providers • PD Attendance Logs • Formative data collection designed in each unit • Student interim data (STAR and IXL Snapshot) • Student summative data (KSA Assessment) • Tracking sheets and KAS rubric scores for students' literacy gains • District sets of student work for each unit on the Literacy Plan • DLLT meeting minutes • Professional Learning Logs

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reflection for each writing assignment instructional cycle

   b. *Student Work and Data Cycles:* cycles to support individual and group analysis of student work and the subsequent differentiation required because of that student work analysis

7. All PLC members will participate in the following professional learning. Self-pacing and mastery format support continuous, individualized professional growth.

   a. *Curriculum Training:* Kentucky preferred provider literacy training designed to support teachers in recognizing standards-aligned, authentic to the discipline writing assignment tasks and instruction.

   b. *Student Work Rubric Calibration:* collaboration with KDE on developing student work rubrics that support educators in calibrating their writing rubric scores to the scores of other educators using authentic student work samples.

8. Representative educators will attend national & statewide Institutes as follows:

   a. *Student Work:* rubric calibration and real-time student work analysis support

   b. *Student Work:* real-time student work analysis through PLCs

9. Early childhood staff will attend training offered by a Kentucky preferred provider and the Regional Training Center. Using information gleaned from these trainings, early childhood staff will focus on best practices in read-aloud, explicit instruction for shared reading, best practices for oral reading comprehension support including questions, modeling, acting and voice intonation. This information will be shared with families.

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- Other documents TBD: i.e., minutes, progress monitoring documents, collaborator documents...

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Implementation Indicators

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- Preschool PLCs wil be used to create curriculum map and lesson plans using recently purchased PreK on My Way curriculum.

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A) Professional Learning Hour Breakdown by Cohort

	Cohort 1	Cohort 2	Cohort 3
Year 1: 2021-22	**Required: 60 hours** Curriculum Analyzer (4 hours) Product Series Courses (4 hours) National Institutes		

	(4 days x 8 hours per day= 32 hours) Monthly Leadership Meetings (synchronous/asynchronous ~20 hours)		
Year 2: 2022-23	**40 hours** Literacy Academy (18 hours) Product Series Courses (Intervention Technologies - Read 180, Achieve 3000) (2 hours) PLC and IC Protocols (1 per week for 60 mins= 20 hours)	**40 hours** Literacy Academy (18 hours) Literacy Training: (Intervention Technologies - System44, Read180, Achieve 3000, Actively Learn) (2 hours) PLC and IC Protocols (1 per week for 60 mins= 20 hours)	
Year 3: 2023-24	**24 hours** Kentucky Preferred Provider on Disciplinary Literacy (18 hours) PLC and IC Protocols (6 hours)	**24 hours** Kentucky Preferred Provider on Disciplinary Literacy (18 hours) PLC and IC Protocols (6 hours)	**24 hours** Kentucky Preferred Provider on Disciplinary Literacy (18 hours) PLC and IC Protocols (6 hours)

5. Literate Environment

Literacy Plan Component	District Actions	Evidence
Literate Environment	Todd County Schools will: 1. Ensure each classroom for children 0-5 has access to high quality books and e-books appropriate for read-aloud--in schools, early childhood centers, libraries, doctor's offices, and other sites for Birth to age 5 children. 2. Provide training for early childhood staff and families in best practices in read-aloud and reading comprehension during read aloud (i.e., questioning, word play). 3. NLLT will establish a marketing campaign to promote literacy in Todd County targeting all children ages birth to grade 12. 4. Utilize national resources, such as the <u>Campaign for Grade Level Reading</u> or the family toolkits available at <u>Read by 4th</u> to join the national effort to ensure every	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: • The district's Comprehensive Improvement Plan • Each school's Comprehensive School Improvement Plan • The District Literacy Plan • Each school's Literacy Plan • Professional Learning Logs • # of books and e-books

	child is reading on grade level by the end of 3rd grade. The NLLT will make these resources available to early childhood providers and families as part of this grant. 5. Early childhood classrooms will be set up as language labs-with language play, knowledge, and acquisition as the core. All early childhood support will be aligned to KYECS and the Head Start Child Development and Early Learning Framework.	purchased/provided • Quantity and type of training provided • Quantity and type of materials disseminated • Student writing samples/proficiencies • DLLT meeting minutes • Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
Implementation Indicators	• Daily lesson objectives aligned to the *KAS for Reading and Writing* are stated, communicating the focus and expectation for the lesson. • High-quality instructional resources for literacy are available for the varied learning levels of students and teachers have access to high quality professional learning around the use of the instructional resource.	

6.Multiple Assessments

Literacy Plan Component	District Actions	Evidence
Multiple Assessments	Todd County Schools will: 1. Rubrics are used to measure student writing assignments. 2. Teachers will ensure curriculum-embedded formative assessments are included in units. Curriculum-embedded assessments add the additional benefit of providing ongoing daily data. 3. PLCs are charged with monitoring formative assessment data. 4. In addition, intervention coaches sit on the DLLT and will use data check-in to ensure that teachers, interventionists, and school leaders are following processes to identify learners who need additional literacy support, including students who are a) at most risk; b) at key transition points); and c) performing beyond peers. 5. The DLLT will present the District Literacy Plan to the Board of Education. 6. The DLLT will communicate strategies, student growth in literacy, and community engagement with literacy practices to the board of education. 7. The reading log is a time model, rather than a competency model. Therefore, assessments of progress will focus on ensuring children spend the time listening to	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: • The district's Comprehensive Improvement Plan • Each school's Comprehensive School Improvement Plan • The district's Literacy Plan • Each school's Literacy Plan • Websites: school, district, partner • PLC Assessment Cycle share-outs • Assessment data analytics: formal and informal • DLLT meeting minutes • Board of Education meeting minutes • District and school

		schedules
	read aloud books. All early literacy support will be aligned to KYECS and the Head Start Child Development and Early Learning Framework.	• District and school report policies • District and school report cards • Budget allocations, including literacy plans and personnel, substitutes • Plans for students with IEPs and 504 plans, ELLS students, GSSP plan, PSP and IFSP plans • Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
Implementation Indicators	● A clear, understandable data protocol (PDSA) is consistently used to inform literacy instruction, and changes/adjustments are made when data demonstrate that changes are necessary at the student, classroom and/or school level. ● Conversations regarding literacy instruction after each benchmark assessment are common between the teacher, coach, principal and/or interventionists. ● Technology aligned with the literacy instructional focus of the curricula is used to support or accelerate student learning.	

7.Partnerships

Literacy Plan Component	District Actions	Evidence
Partnerships	Todd County Schools will: 1. Partner with early childhood providers and community organizations to implement the reading log system. 2. The NLLT collaborates to ensure implementation fidelity, collaboration, and progress monitoring. 3. NLLT collaborates for marketing, training, and materials dissemination to families, homes, early childhood centers, doctor's offices, faith-based organizations, and no-profits. 4. Through the NLLT, share successes and challenges in building book listeners, and strategize for ongoing continuous improvement of the system. 5. Recommend family members for the NLLT and/or NLLT sub-committees to ensure family and community involvement. 6. Provide information, training, and community building activities throughout the year to ensure family	The following evidence will be used for progress monitoring the grant implementation. Data includes, but is not limited to: • The district's Comprehensive Improvement Plan • Each site's Comprehensive School Improvement Plan • The District Literacy Plan • Each school's Literacy Plan • Websites: school, district, partner • DLLT meeting minutes • NLLT membership lists

	involvement in building book readers and listeners, and to message commitment to the entire county. 7. Encourage common use of national tools such as those provided by the <u>Campaign for Grade Level Reading</u> or the family toolkits available at <u>Read by 4th</u>. The NLLT will make these resources available to early childhood providers and families as part of this grant. 8. The DLLT will encourage other community organizations such as Rotary, service groups, Chambers of Commerce, town council to become involved in the NLLT.	• NLLT book list collaboration • Training materials • Communication materials, including fliers, pamphlets, emails, webpages • Reading log sheets • # books and ebooks acquired • Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
Implementation Indicators	• Parents and community members partner with the school/district in ways that are culturally and linguistically responsive and are welcomed as partners in maximizing student literacy learning. • Per SB 9, parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.	

G. Todd County Comprehensive Literacy Instruction Checklist

Included?	Comprehensive Literacy Instruction Element	Literacy Plan Reference
✓	a. Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;	2.1; 3, 2.a; 4.2; 4.3; 4.4; 4.6; 5.2; 5.5; 6.4
✓	b. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;	2.7; 3.1.d; 3.1.e; 3.2.a; 4.2; 4.3; 4.4; 4.6; 6.4
✓	c. Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;	2.1; 2.2; 2.3; 2.4; 3.1.a; 3.1.d; 5.1; 4.2; 4.3; 4.4; 4.6; 5.2; 6.4
✓	d. Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;	2.1; 3.1.a; 3.1.d; 5.1; 5.5; 7.3
✓	e. Uses differentiated instructional approaches, including individual and small group instruction and discussion;	2.1; 2.2; 2.3; 2.4; 3.1.a; 3.1.e; 4.2; 4.3; 4.4; 5.2; 6.4
✓	f. Provides opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary;	2.1; 2.2; 2.3; 2.4; 3.1.a; 3.1.d; 3.1.e; 3.1.g; 5.5; 7.3
✓	g. Includes frequent practice of reading and writing strategies;	2.1; 2.2; 2.3; 2.4; 3.1.a; 3.1.b; 5.5
✓	h. Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;	1.1; 1.5; 2.4; 3.1.c; 6.1; 6.2; 6.3; 6.4
✓	i. Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;	2.1; 2.2; 2.3; 2.4; 3.1.b; 3.1.d; 3.1.e; 3.1.g; 5.1; 5.5
✓	j. Incorporates the principles of universal design for learning;	2.1; 2.2; 2.3; 2.4; 3.1.a; 5.1; 5.5; 6.4

✓	k. Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and	2.5; 2.6; 4.1; 4.1; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8; 6.4
✓	l. Links literacy instruction to the State's challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.	1.1; 1.5; 2.1; 2.2; 2.3; 3.1.g