Request to Place an Item on the Agenda

Name: **Kim Justice**

Address: **205 Airport Rd. Elkton, KY**

Telephone number: **270-265-2436**

Name of school children attend, if applicable: _____

Group represented: _____

Check if request was submitted to: ☑ Superintendent   ☐ Board Chairperson

Conferred with following administrators (names): _____

Description of Issue: _____

Specific Action Requested: **Approve 2025-2026 District Literacy Plan**

Check if you are: ☐ Board Member   ☑ District Employee   ☐ Community Member

All requests for items to be placed on the agenda must be submitted to the Superintendent prior to the Board meeting as specified in Board Policy 01.45. Items submitted shall require prior approval of the Superintendent.

Review/Revised: 3/13/06

2025-2026 Todd County School District Literacy Plan

Name	School/ Site
Cherise Williams, Director of District Wide Services	District Office
Kim Justice, Director of SPED & EC	District Office
Kendra Haley, Assistant Principal	South Todd Elementary
Yvonne Haley, Assistant Principal	North Todd Elementary
Kim Davis, Principal	Todd County Middle School
Kim Wofford, Curriculum Coach	Todd County Central High School
Jessica Lear, Teacher	North Todd Elementary
Crystal Putty, Teacher	South Todd Elementary
Kelli Shoemake, Teacher	Todd County Middle 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 monthly to monitor and review goals and progress.

2. The district established a formal Network Literacy Leadership Team (NLLT) which includes the 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. Todd County will continue administering a writing assessment formally three times yearly 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. Todd County will Close the Gap Kentucky strategies work with teachers to close student educational gaps. Close the Gap Kentucky strategies 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 2025-2026
Leadership Development PLC	• Virtual and in-person Leadership Meetings • Leadership Protocols • Sustainability Protocols
School-led Learning Communities	• Instructional Cycle Protocols • Student Work Protocols • Reading and Writing proficiencies discussed and analyzed • Deconstructing KSA literacy standards • Content specific Vocabulary focus • MTSS for non proficient readers and writers • Content area pacing guides will include literacy specific to the content (middle school)
Professional Development for PLCs	• Vocabulary attainment and teacher strategies through Instructional Coaches • Reading & Writing in content areas (including high school CTE)
Institutes for PLCs	• Preschool • Elementary • Middle School • School--Specific Content Areas (Science, ELA, Social Studies, Math) • SPED department with DOSE.

Todd County Schools believes that if every child has increased exposure to books and literacy strategies from birth through age five that it will establish foundational skills necessary for their future. Additionally, students in grades K-12 will produce at least four to six authentic written demonstrations of learning each year. Our literacy plan will act as the catalyst to establish critical literacy skills for students in our county. By emphasizing the value of literacy education and creating a strong foundation in reading and writing, we can change outcomes for all our students and 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. Continue the District Literacy Leadership Team (DLLT), with all members to include the Superintendent (or designee), school principals, lead teachers, and assessment experts. DLLT meets quarterly 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. 3. Host an annual planning session 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 the purpose to partner stakeholders and the local community. Communication will be 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 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 a DLLT lead. This district position will be	The following evidence will be used for progress monitoring.. 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. Student work analysis in PLCs 8. DLLT meeting agendas & minutes 9. School meeting agendas 10. Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...

	responsible for all DLLT organization, planning, coordination between the partners, and data reporting. This person will also serve as the local capacity expert, going through any training to ensure that there is a knowledge capacity plan in place in the district and across the community. 8. The DLLT will use specific common *Leadership Protocols* within the KY FRAMEWORK document that formalize the processes of measuring systemic improvement on literacy instruction and codifying student growth towards specific literacy learning goals.	
Implementation Indicators	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2025-2026 school year. All implementation indicators will utilize KY FRAMEWORK.	

Todd County Schools Literacy Plan Rollout Plan

	2025-2026
	Birth-5 1. Parent Training 2. Literacy materials distribution 3. Book distribution 4. Reading Goal Setting
	K-12 1. Curriculum pacing guide and unit planning 2. Ongoing instructional coaching (IC) 3. 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 and work to the rigor of KAS about all types of content--English, Social Studies, and Science. 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. Data includes, but is not limited to: • The district's Comprehensive Improvement Plan • Each school's Comprehensive School

	preferred provider.	Improvement Plan
	3. Adopt data-driven PLC cycles to review the formative assessment data 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 KYECS 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.	• The District's Literacy Plan • The District's KY FRAMEWORK PLAN • Each school's literacy Improvement Plan • Each school's KY FRAMEWORK • District's KAS Curriculum Architecture maps and documents • Interim data (Star, IXL Snapshot, CERT) • Student summative data (KSA Assessment) • 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 • School meeting minutes • Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
Implementation Indicators	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2024-2025 school year. All implementation indicators will utilize KY FRAMEWORK.	

A) Todd County Schools KAS Curriculum Architecture

	Q1	Q2	Q3	Q4
Theme	**Connections (Context)**	**Comparisons**	**Evaluations**	**Perspectives**
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	**R3:** Students will analyze how and why individuals,	**R7[1]:** Students will integrate and evaluate	**R8:** Students will delineate and evaluate the	**R6:** Students will analyze how point of view,

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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.

Literacy Focus Standard	events, and ideas develop and interact over the course of a text.	content presented in print/non-print forms of text found in diverse media and formats.	argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	perspective, and purpose shape the content and style of a text.
ELA / English				
Timeframe	End of 1st 9 weeks	End of 2nd 9 weeks	End of 3rd 9 weeks	End of 4th 9 weeks
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)	Arguments	Analyze Point of View or Purpose
ELA Product	ELEM: Short Answer/Constructed Response SECONDARY: Constructed Response	ELEM: Short Answer/Constructed response SECONDARY: On Demand writing product	ELEM: On-demand SECONDARY: Argumentative Writing	ELEM: Constructed response SECONDARY: Literary or Rhetorical Analysis
Text Type	Literature	Literature or Literary Non-Fiction	Literature or Literary Non-Fiction	Literary Non-Fiction
Writing Mode/ Standard	I/E	ELEM: I/E SECONDARY: Arg	Elementary: Opinion/Arg Arg	ELEM: Opinion/Arg SECONDARY: I/E
Science				
Disciplinary Focus	Plan and Conduct Observations or Experiments	Interpret and Integrate Diverse Media to Research a Topic	Evaluate the Argument in a Scientific Text	Evaluate the Argument in a Scientific Text
Science Product	Lab Report or Poster Presentation or Infographic	Poster Presentation or Infographic or TCT	Scientific Analysis or Literature Review TCT	Scientific Analysis or Literature Review TCT
Text Type	Data from Observations or Experiments, Informational Text	Texts of Diverse Media and Format, e.g., Charts, Graphs, Images, Maps, Models	Scientific Arguments, e.g., Predictions, Proposals, Engineering Designs, etc.	Scientific Arguments, e.g., Predictions, Proposals, Engineering Designs, etc.
Writing Mode	I/E	Arg	I/E	I/E
Social Studies				

Disciplinary Focus	Causation	Interpret and Integrate Diverse Media to Research a Topic	Analyze Point of View/Perspective in Sources	Analyze Point of View/Perspective in Sources
Social Studies Product	Causal Analysis	Multimedia Research Report	Primary/Secondary Source Analysis	Primary/Secondary Source Analysis
Text Type	Primary and Secondary Sources	Maps, Photos, Timelines, Political Cartoons, Informational Text	Primary and/or Secondary Sources	Primary and/or Secondary Sources
Writing Mode	Arg	I/E	I/E	I/E

Related Arts/ CTE / Mathematics			
Disciplinary Focus	Content Specific Vocabulary	Content Specific Vocabulary	Content Specific Vocabulary	Content Specific Vocabulary
Related Arts Product	Constructed Response	Constructed Response	Constructed Response	Constructed Response
Text Type	Content specific	Content specific	Content specific	Content specific
Writing Mode	I/E	I/E	I/E	I/E

*During the 2025-2026 school year, the district will lead a revision process to update this section using curriculum mapping work.

B) Literacy Units Overview

Literacy units overview offer *at least* two to four 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
- KAS Reading Standards Rubrics
- Teacher created rubrics

3. Instruction & Intervention

Literacy Plan Component	District Actions	Evidence
Instruction & Intervention	Todd County Schools will: 1. Provide training for all teachers during PLC cycles. 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 science of reading. 3. Intermediate, elementary, and secondary schools' literacy instructional program will actively engage all students by using effective, varied, and research-based practices to improve student academic performance. 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. 6. Assign a project manager to manage book acquisition, 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. 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, STAR phonics, Core Phonics, Brigance, 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 • Progress monitoring reports • Student assignments for each unit on the Literacy Plan • Reading logs (Birth to 5) • DLLT meeting minutes • School meeting minutes • Other documents tbd: i.e., minutes, progress monitoring documents,

		collaborator documents...
Implementation Indicators	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2025-2026 school year. All implementation indicators will utilize KY FRAMEWORK.	

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

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

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 and 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 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. Educators will implement:
	   a. *Student Work:* rubric calibration and real-time student work analysis support in PLC meetings.
		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
		• Other documents TBD: i.e., minutes, progress monitoring documents, collaborator documents.

	b. *Student Work:* real-time student work analysis through PLCs
	Early childhood staff will attend training offered by 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.
Implementation Indicators	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2025-2026 school year. All implementation indicators will utilize KY FRAMEWORK..

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 Campaign for Grade Level Reading or the family toolkits available at Read by 4th to join the national effort to ensure every 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. 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.	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 • The District Literacy Plan • # of books and e-books purchased/provided • Quantity and type of training provided • Quantity and type of materials disseminated • DLLT meeting minutes • Other documents tbd: i.e., minutes, progress monitoring documents, collaborator documents...
Implementation Indicators	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2025-2026 school year. All implementation indicators will utilize KY FRAMEWORK.

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. The DLLT (or Superintendent designee) will present the District Literacy Plan to the Board of Education. 5. The DLLT will communicate strategies, student growth in literacy, and community engagement with literacy practices to the board of education. 6. EC: 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 read aloud books. All early literacy support will be aligned to KYECS.	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 • 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	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2025-2026 school year. All implementation indicators will utilize KY FRAMEWORK.	

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 nonprofits. 4. Through the NLLT, share successes and challenges in building book listeners, and strategize for ongoing continuous improvement of the system. 5. Provide information, training, and community building activities throughout the year to ensure family involvement in building book readers and listeners, and to message commitment to the entire county.	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 • The District Literacy Plan • Websites: school, district, partner • DLLT meeting minutes • NLLT membership lists • 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	Implementation indicators will be established by the DLLT and the NLLT prior to the start of the 2025-2026 school year. All implementation indicators will utilize KY FRAMEWORK.	

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,	2.7; 3.1.d; 3.1.e; 3.2.a; 4.2; 4.3; 4.4;

		vocabulary, language structure, reading fluency, and reading comprehension;	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