

Kentucky Early Literacy Leadership Network (KyELLN) Year Three District Assurances

KyELLN Year Three represents a shift from learning and initial implementation to sustained, system level impact. In Years One and Two, districts build knowledge around High Quality Instructional Resources (HQIR), leadership structures, and instructional coherence. Year Three focuses on deep implementation, refinement, and scale.

Districts in Year Three will engage in more intensive, job embedded support designed to strengthen district systems. This includes deeper use of HQIR, intellectual preparation protocols, consistent application of the Kentucky Instructional Practice Guides (IPG), and structured progress monitoring using classroom observation data and student assignments.

Year Three requires increased commitment and transparency. In return, districts receive tailored technical assistance to ensure HQIR implementation drives measurable improvements in teaching practice and student literacy outcomes.

I. Purpose of Year Three

KyELLN Year Three is designed to sustain and scale district impact by strengthening and embedding systems that support HQIR implementation and improved student outcomes.

Year Three will:

- Empower districts to lead and refine HQIR systems aligned to the Kentucky Curriculum Implementation Framework;
- Deepen the use of intellectual preparation protocols and the Kentucky Instructional Practice Guides;
- Strengthen district systems that drive continuous improvement; and
- Support district and school leaders through customized, job embedded technical assistance.

II. Length and Structure of Support

Support will occur July 2026 through April 2027.

Each participating district will:

- Be paired with a TNTP staff member for customized support.
- Engage in monthly virtual and onsite support.
- Complete a leader survey and teacher survey on the perceptions of HQIR implementation.
- Participate in four required onsite visits in September, October, February, and March.
- Participate in two formal progress monitoring cycles, fall and spring.

During these cycles, TNTP will collect, analyze, and report on data including:

- Classroom observation data aligned to the Kentucky Instructional Practice Guides.
- Student assignments aligned to HQIR expectations.

Commented [GU1]: It might be good to mention the IM Insight Survey. The district will...

Complete a Leader Survey and Teacher Survey on the perceptions of HQIR implementation.

III. District Commitments

The district agrees to:

- Designate a district lead and leadership team responsible for Year Three implementation.
- Ensure participation of key district and school leaders in all scheduled virtual and onsite sessions.
- Prioritize use of HQIR in all kindergarten through grade five literacy classrooms.
- Implement intellectual preparation protocols consistently at the district and school level.
- Utilize the Kentucky Instructional Practice Guides as the primary observation and feedback tool for literacy instruction.
- Consistent collaboration with TNPT, including participation in planning meetings, IPG walks, professional learning, etc.
- Participate fully in both fall and spring progress monitoring cycles.
- Provide access to classrooms, student work, pacing guides, and related instructional artifacts for analysis.
- Engage in data review conversations and action planning following each progress monitoring cycle.
- Align district professional learning and leadership structures to support High Quality Instructional Resource implementation.
- Communicate clearly with principals and teachers about the purpose of Year Three work and expectations.

District Point of Contact Initials: _____

IV. Data Sharing and Continuous Improvement

The district agrees to:

- Share relevant student achievement and implementation data.
- Collaborate with TNTP and the Office of Teaching and Learning to analyze trends in observation data and student assignments.
- Develop and implement action steps based on progress monitoring findings.
- Monitor progress toward improved literacy outcomes in alignment with district goals.

District Point of Contact Initials: _____

V. Office of Teaching and Learning and TNTP Responsibilities

The Office of Teaching and Learning and TNTP will:

- Provide customized, job embedded technical assistance.
- Facilitate monthly virtual support sessions.
- Conduct four onsite visits per district.
- Collect and analyze classroom observation and student assignment data.
- Provide written progress monitoring summaries after fall and spring data cycles.
- Support districts in refining systems aligned to the Kentucky Curriculum Implementation Framework.

Commented [GU2]: I tried to add a bullet, but it messed up the formatting. Could we add something about expectations for working with TNTP? Maybe...

Consistent collaboration with TNTP, including participation in planning meetings, IPG walks, professional learning, etc.

VI. **Signatures**

District Point of Contact Name		
District Point of Contact Signature		Date
District Point of Contact Title		
Superintendent Name		
Superintendent Signature		Date