Literacy Plan for Kentucky

A Guide for Communities, Districts and Schools

Multiple Assessments

Instruction & Interventions

Literacy Teams & Plans

Lifelong Learners

Partnerships

Professional Learning

Literate Environment

Aligned Curriculum

School Literacy Plans & Supports

District Literacy Plans & Supports

Kentucky Literacy Plans & Supports

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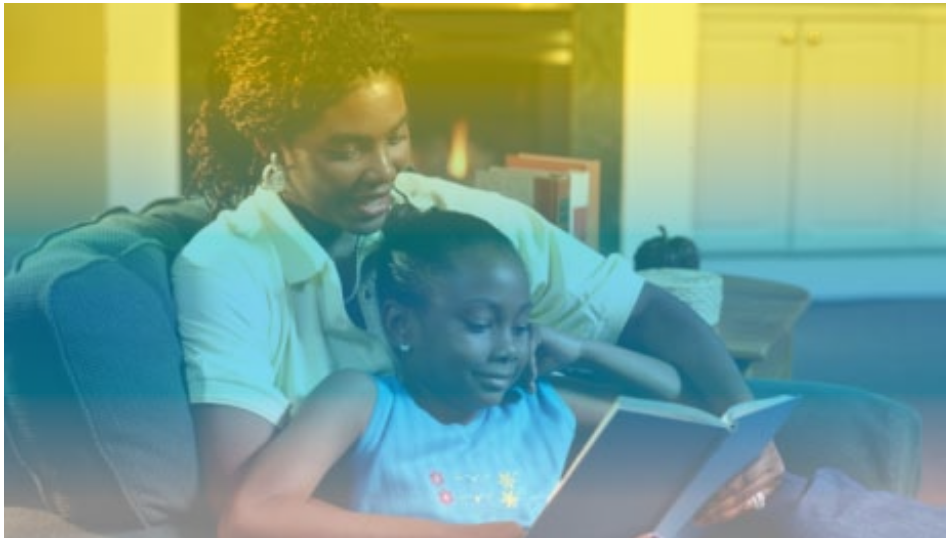

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School Planning Guide

Literacy Planning: A Team Approach

One of the most important functions of a school is to ensure effective literacy instruction for students. Although no one administrator can know or do all that is required in this area, a literacy team can and should. The purpose of this guide is to assist schools in establishing a literacy team and provide guidance as they develop, implement, monitor and sustain their literacy plan. To assist literacy teams in evaluating their existing literacy programs, the Kentucky Department of Education (KDE) has developed a resource, *Literacy Program Effectiveness Review for Kentucky Schools (PERKS)*. Conducting a *Literacy Program Effectiveness Review* is a recommended process prior to developing or revising literacy plans, and the Literacy PERKS online tool has many resources to support this process.

Getting Started

The success of any school initiative is dependent on the buy-in and commitment of the teachers; therefore, it is important that key representatives from the faculty be members of the literacy team. *Literacy PERKS* recommends that the literacy team be comprised of at least 6-8 members, such as the library media specialist, a writing leader, literacy coach, student, a site-based decision making (SBDM) team member and representatives from different grades and/or content areas, led by the principal. The literacy team works with school leadership to identify strengths and areas for improvement in the school's literacy program, priorities for improvement, resources and strategies to support change. Ultimately, these improvement efforts should produce a culture or climate of literacy in the school.

In *The Literacy Leadership Team: Sustaining and Expanding Success*, Froelich and Puig suggest that at the team's first meeting, members engage in a self-assessment "to start investigating the collective and individual roles of members on a literacy leadership team" (59). The book also provides a self-assessment survey. Kentucky's *Literacy PERKS* contains stakeholder surveys for parents, administrators, faculty and students to help the literacy team assess the literacy climate and instruction of their school.

Components of a Working System

In order for literacy teams to be successful, members must understand the components of a working system (Froelich & Puig, 67), which are

- **Common goals**—establish goals before addressing the issues needing change.
- **Understanding literacy**—in order to evaluate the school's literacy program, team members must understand literacy and the key components of an effective program (see Elements and Indicators in *PERKS*).
- **Co-Learning**—the team must be willing to learn together to accomplish a common goal.
- **Professional growth**—Stigler and Hiebert (1999) believe that "teachers need opportunities for sustained professional learning." Schools "need to be places where not only students but also teachers learn" (Froelich & Puig, 68). Team members should become a learning community. Successful teams find a way "to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused. In schools where such a focus has been achieved, we found that teaching and learning for everyone became transformative" (Sagor, R., 1992).

The Literacy Plan

Standard Nine in *Literacy PERKS* is the school literacy plan — Comprehensive and Effective Planning. It states, "The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. Indicators in this standard relate to allocation of school resources that support literacy, input and implementation by stakeholders and use of data to name a few."

Teams should determine a plan of action collaboratively, by defining areas of concern based on data and supporting evidence. Teams should develop an action plan based on one or two key areas of concern.

Focusing on too many areas at a time is not effective because the team needs time to design strategies for effective implementation of the action plan.

Questions to consider in implementing the literacy action plan:

1. How will the staff and students be involved and what role will they play?
2. What professional learning will faculty need?
3. How will the team monitor the plan?
4. How will the team support the faculty during implementation? (Bedenbaugh, et al 2007)

Tying the literacy action plan to the school Comprehensive School Improvement Plan (CSIP) is one way to ensure monitoring and evaluating the effectiveness of the implementation.

Defining Literacy

Establishing a common definition and description of what is meant by literacy is an important task for the literacy team. This definition will inform the professional learning, curriculum and instruction, and assessments used to measure

> "Principals should explicitly emphasize that a literate student is one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn content; who can use those skills to communicate what he or she learned; and who can transfer that learning to new situations."
> (Meltzer & Ziemba, 22)

implementation and success. The Kentucky Literacy Partnership defines literacy as: **The creative and analytic processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing, listening and speaking.**

How does this definition relate to student literacy learning? Meltzer and Ziemba describe the skills a literate student possesses:

> Principals should explicitly emphasize that a literate student is one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn content; who can use those skills to communicate what he or she learned; and who can transfer that learning to new situations.(22)

In *Reading for Academic Success* Strong, Silver, Perini and Tuculescu, describe the relevant skills of reading literacy.

> Pretend you are a parent (if you already are one, this should be easy). You are faced with a choice between two high schools. One promises that by the end of the senior year, your child will know the three states of cellular respiration and the facts of the Nullification Crisis. The other school guarantees that your child will be able to read and understand any text he or she encounters in college and in life, no matter how difficult. Which school would you choose?
>
> *Reading is a skill we count on…* As educators, we rely on students' abilities to learn through reading. Textbooks, articles, literature, online resources, primary documents, lab manuals – all of these and many other resources serve as the foundation for powerful teaching and learning. This means that students who can't read at a high level of proficiency are missing a vital piece of the learning puzzle. (vii-viii)

It is important that the literacy team builds an understanding both for themselves and for the school staff that literacy is not a discipline. It is a responsibility shared by all teachers that allows students to develop their knowledge and potential; construct, create and communicate meaning; participate in society; and achieve their goals. Therefore, all instruction must make literacy processing explicit, respond to the unique developmental needs of each student, and create a supportive, safe learning environment.

Various national organizations provide definitions and descriptions of literacy that may be helpful for the literacy team to review. It is important that the literacy team take the time to develop and understand what they mean by literacy and what is expected by all staff related to literacy instruction and support.

Sources of Data Analysis

Table 1

Teacher Sources	Student Sources
• Journals, logs (records of observational data, Literacy Walkthroughs, formal assessments and informal assessments) • Teacher checklists, interviews, surveys • Teacher generated assessments • Book circulation from media center	• Student work samples • Informal/formal assessments • Student interviews and surveys • Parent interviews and surveys • Writing folders • Attendance records • Discipline referrals

Assessing Literacy Needs

As previously stated, data analysis is a key function of a literacy team; this includes staff professional development in literacy data analysis. Meltzer and Ziemba state, "Schools that are making progress in improving students' reading and writing scores have a data-based plan in place that includes intensive interventions for struggling readers and expectations for content-area literacy support" (21). Table 1 lists possible data sources for assessing literacy needs.

Note that most of these data sources focus on formative and informal assessments rather than summative or state-level testing data, which supports the idea that "effective assessment is multifaceted, ongoing, and integrated" (Froelich and Puig, 77). Froelich and Puig use the terms *static and dynamic* assessment (Dixson-Krauss 1996); **static assessment** is *assessment of learning* (summative), and **dynamic assessment** is *assessment for learning* (formative). "Merely looking at one type of assessment to the exclusion of the other will more than likely provide a literacy leadership team with inaccurate and skewed information" (78).

Student Outcomes

The Partnership for 21st Century Skills provides a vision for student success in the global economy by outlining the "skills, knowledge and expertise students should master to succeed in work and life in the 21st century." This includes mastery of core subjects, including English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. But the vision is to go beyond a focus on basic competencies in these core subjects through the integration of 21st century interdisciplinary themes into the core subjects. These themes are:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Additionally, the integration throughout the curriculum of Learning and Innovation Skills from the Partnership's framework is a key component of literacy planning. These Learning and Innovation Skills, often referred to as the four Cs are:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Also addressed in 21st Century Skills are Information, Media and Technology Skills as well as Life and Career Skills. For more information and guidance on curriculum integration, visit the Partnership's website at www.21stcenturyskills.org.

Meeting Professional Learning Needs Related to Literacy Instruction

In order to see growth, the literacy plan must include a coherent, multi-year professional learning approach. Single-year professional development plans may lead to isolated, short-term and even conflicting initiatives. If literacy is a priority, then it should be reflected in all professional learning opportunities.

In *Is Your School Fit for Literacy? 10 Areas of Action for Principals*, Gaffney, Hesbol and Corso make a case for on-going, job-embedded professional learning; "Daily school life is imbued with professional growth, not only with isolated, building-wide events. Teachers learn best from other teachers, in a context of shared leadership" (18). Professional development can take the form of study groups, model or demonstration lessons, and analysis of student work to name a few. Meltzer and Ziemba suggest "a three-year professional development plan that sequences professional development in meaningful ways, aligns with other schoolwide initiatives, and provides time for teachers to share their implementation practices." (23).

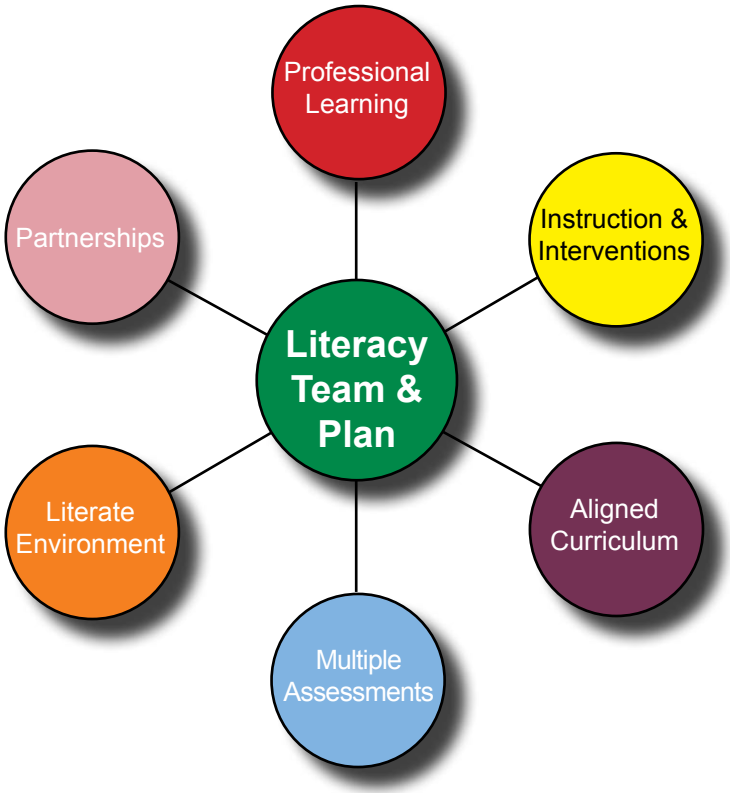
Understanding all of the complex facets of what literacy is, its role in instruction, and how to explicitly teach to meet students' needs should be addressed in any school professional development plan. It should also be reflected in the school literacy plan and monitored and revised as learning and implementation progress.

Follow-up procedures are as important as the professional learning itself and should be a component of literacy team planning. The literacy team should develop and implement an evaluation system for professional learning that encourages reflection and monitors the effectiveness of implementation of literacy practices. This could include

- analysis of walk-through data,
- reports from department meetings,
- review of teacher professional growth plans to see how literacy is addressed,
- and/or analysis of student data, including portfolios.

Essential Elements of Comprehensive Schoolwide Literacy Programs and Plans

Literacy PERKS outlines nine essential elements of a comprehensive schoolwide literacy program, as illustrated by the diagram below (the literacy team and plan are combined on the diagram). The PERKS element Resources is embedded throughout.



The planning guide that follows is organized by the Literacy PERKS essential elements. It is divided into sections for Birth-Grade 12 with research-based actions to guide the literacy team in developing a plan. The sections are Birth-Preschool, Primary, Intermediate, Middle and High School.

As the literacy team uses this guide, the plan should be tailored to meet the school's needs

Kentucky Birth-Grade12 Literacy

	Birth-Preschool	Primary	Intermediate	Middle	High
Literacy Team & Plan Includes features such as • State, district and local support • Literacy leadership (administration and teacher/coach) • literacy planning • professional learning • community and family involvement	Establish a literacy team that will create, implement and monitor a literacy plan – include cross-agency partners to encompass early care and education in private and public settings	Establish a literacy team that will create, implement and monitor a literacy plan	Establish a literacy team that will create, implement and monitor a literacy plan	Establish a literacy team that will create, implement and monitor a literacy plan	Establish a literacy team that will create, implement and monitor a literacy plan
	Invest time in research of strategies to improve and enhance literacy opportunities for children from birth through age four	Invest time in research of strategies to improve primary literacy	Invest time in research of strategies to improve pre-adolescent literacy	Invest time in research of strategies to improve adolescent literacy	Invest time in research of strategies to improve adolescent literacy
	Stimulate creativity and collaboration	Stimulate creativity and collaboration	Stimulate creativity and collaboration	Stimulate creativity and collaboration	Stimulate creativity and collaboration
	Ensure staff and schedules meet needs of young children and allow time for staff planning and reflection	Ensure staff and schedule meets students' needs	Ensure staff and schedule meets students' needs	Ensure staff and schedule meets students' needs	Ensure staff and schedule meets students' needs
	Create a data driven Professional Learning plan to provide research- and evidence- based, developmentally appropriate literacy instruction and activities	Create a data driven Professional Learning plan to provide effective literacy instruction	Create a data driven Professional Learning plan to provide effective literacy instruction	Create a data driven Professional Learning plan to provide effective literacy instruction	Create a data driven Professional Learning plan to provide effective literacy instruction

(continued) **Literacy Team & Plan**	Birth-Preschool	Primary	Intermediate	Middle	High
Includes features such as • State, district and local support • Literacy leadership (administration and teacher/coach) • literacy planning • professional learning • community and family involvement	Assist staff planning in early literacy through professional learning opportunities focused on developmentally appropriate practices	Assist school planning in literacy through the development of focused professional learning opportunities	Assist school planning in literacy through the development of focused professional learning opportunities	Assist school planning in literacy through the development of focused professional learning opportunities	Assist school planning in literacy through the development of focused professional learning opportunities
	Provide oversight (monitoring) and supervision	Provide oversight (monitoring) and supervision	Provide oversight (monitoring) and supervision	Provide oversight (monitoring) and supervision	Provide oversight (monitoring) and supervision
	Sustain the implementation of the literacy plan	Sustain the implementation of the literacy plan	Sustain the implementation of the literacy plan	Sustain the implementation of the literacy plan	Sustain the implementation of the literacy plan
	Provide equitable access to quality learning tools, technologies and resources	Provide equitable access to quality learning tools, technologies and resources	Provide equitable access to quality learning tools, technologies and resources	Provide equitable access to quality learning tools, technologies and resources	Provide equitable access to quality learning tools, technologies and resources
	Ensure that settings for young children are child-centered and responsive	Ensure that the social organization of classrooms is student-centered and responsive	Ensure that the social organization of classrooms is student-centered and responsive	Ensure that the social organization of classrooms is student-centered and responsive	Ensure that the social organization of classrooms is student-centered and responsive

	Birth-Preschool	Primary	Intermediate	Middle	High
Aligned Curriculum *The curriculum is rigorous, intentional and aligned to promote student learning success.*	Ensure learning activities related to early language and literacy are aligned to Kentucky's Early Childhood Standards	Ensure school curriculum is aligned to KY Core Academic Standards	Ensure school curriculum is aligned to KY Core Academic Standards	Ensure school curriculum is aligned to KY Core Academic Standards	Ensure school curriculum is aligned to KY Core Academic Standards
	Implement and monitor a research-based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research-based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research-based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research-based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs	Implement and monitor a research-based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs
	Embed literacy instruction and activities across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)	Embed explicit literacy instruction across the curriculum (see Instruction & Targeted Intervention)
	Provide evidence that curriculum lesson plans show intentional planning that fosters children's use of thinking and communication skills	Provide evidence that teachers' unit and/ or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning	Provide evidence that teachers' unit and/ or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning	Provide evidence that teachers' unit and/ or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning	Provide evidence that teachers' unit and/ or lesson plans show intentional planning that fosters students' use of thinking and communication skills in the service of learning
	Focus curriculum on selected books, writing and communication strategies and activities implemented program-wide	Focus curriculum on selected reading, writing and communication strategies implemented schoolwide	Focus curriculum on selected reading, writing and communication strategies implemented schoolwide	Focus curriculum on selected reading, writing and communication strategies implemented schoolwide	Focus curriculum on selected reading, writing and communication strategies implemented schoolwide

(continued) **Aligned Curriculum** *The curriculum is rigorous, intentional and aligned to promote student learning success.*	Birth-Preschool	Primary	Intermediate	Middle	High
		Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences	Include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences
	Reflect collaboration among all early care and education stakeholders, including families	Reflect collaboration among all teachers	Reflect collaboration among all teachers	Reflect collaboration among all teachers	Reflect collaboration among all teachers
		Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class- to-class, grade-to-grade, and school-to-school	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade, and school-to-school	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade, and school-to-school	Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade, and school-to-school
	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques	Include a balanced system of assessment with both formal and informal evaluation techniques
	Challenge and develop children's abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels	Challenge and develop students' abilities to think critically at high levels
	Is child-centered and allows for opportunities to extend the curriculum through inquiry-based activities projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects	Is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects

(continued) **Aligned Curriculum** *The curriculum is rigorous, intentional and aligned to promote student learning success.*	**Birth-Preschool**	**Primary**	**Intermediate**	**Middle**	**High**
	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically	Monitor, evaluate and review systemically

	Birth-Preschool	Primary	Intermediate	Middle	High
Instruction—includes motivation, engagement and interventions **Core**-a literacy program or framework *At the **birth-preschool** level, the core is the appropriate early literacy instruction all young children receive.* *At the **primary-middle** level, the core is the literacy instruction all students receive.* *At the **high school** level, the core is the literacy instruction all students receive through their content classes.*	Emphasize and provide research-based early literacy instruction through collaborative agencies and programs (e.g., First Steps, Health Access Nurturing Development Services, (HANDS) Child Care Resource & Referrals CCR&R), Even Start, Early Head Start, adult and family literacy programs) to ensure engagement and involvement of parents in promoting a literacy rich environment Emphasize early literacy development and instruction based on Kentucky's Early Childhood Standards	Emphasize "learning to read and write" with explicit and systematic instruction of: • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Writing Provide at least a 90-minute uninterrupted block for reading	Emphasize general literacy skills with explicit and systematic instruction of: • Word level skills and strategies • Application of phonics • Fluency • Vocabulary • Comprehension • Writing Provide at least a 60-90-minute uninterrupted block for reading/LA	Emphasize the direct and explicit teaching of literacy skills: • Fluency • Vocabulary Comprehension • Writing • 21st Century Skills, including digital-age literacy, inventive thinking, effective communication, high productivity Provide extended time for literacy across the curriculum by infusing literacy in all content classes. Explicitly identify learning strategies and literacy support strategies to be used across the curriculum as well as content-specific literacy strategies	Emphasize the direct and explicit teaching of the following in all content areas: • Fluency • Academic Vocabulary Comprehension • Writing • 21st Century Skills, including digital-age literacy, inventive thinking, effective communication, high productivity Provide extended time for literacy across the curriculum by infusing literacy in all content classes. Explicitly identify learning strategies and literacy support strategies to be used across the curriculum as well as content-specific literacy strategies

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Instruction—**includes motivation, engagement and interventions **Core**-a literacy program or framework *At the **primary-middle** level, the core is the literacy instruction all students receive.* *At the **high school** level, the core is the literacy instruction all students receive through their content classes.*	Encourage language rich early care and education environments which include individual and small group literacy experiences based on individual children's diverse needs	Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs Include explicit instruction of content literacy strategies Develop students' skills considered to be essential in the modern working environment, including the ability to • communicate using a variety media and formats, • access and exchange information in a variety of ways • compile, organize, analyze, synthesize and present information • draw conclusions and make generalizations based on information gathered	Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs Include explicit instruction of content literacy strategies Develop students' skills considered to be essential in the modern working environment, including the ability to • communicate using a variety of media and formats, • access and exchange information in a variety of ways, • compile, organize, analyze, synthesize and present information, • draw conclusions and make generalizations based on information gathered	Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs. Include explicit instruction of content literacy strategies Develop students' skills considered to be essential in the modern working environment, including the ability to • communicate using a variety of media and formats, • access and exchange information in a variety of ways, • compile, organize, analyze, synthesize and present information, • draw conclusions and make generalizations based on information gathered	Use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs. Include explicit instruction of content literacy strategies Develop students' skills considered to be essential in the modern working environment, including the ability to • communicate using a variety of media and formats, • access and exchange information in a variety of ways, • compile, organize, analyze, synthesize and present information, • draw conclusions and make generalizations based on information gathered

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Motivation/ Engagement** Motivation is the intentions, desires, goals, and needs that determine behavior. Motivation refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning language (Gardner, 1985) **Instruction—**includes motivation, engagement and interventions **Core**-a literacy program or framework *At the **primary-middle** level, the core is the literacy instruction all students receive.* *At the **high school** level, the core is the literacy instruction all students receive through their content classes.*		Include Principles of the Universal Design for Learning Framework • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content (information literacy) and be able to locate additional information as needed • be self-directed learners • collaborate and cooperate in team efforts • interact with others in ethical and appropriate ways Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills	Include Principles of the Universal Design for Learning Framework • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content and be able to locate additional information as needed • be self-directed learners, • collaborate and cooperate in team efforts, • interact with others in ethical and appropriate ways Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills	Include Principles of the Universal Design for Learning Framework • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content and be able to locate additional information as needed • be self-directed learners, • collaborate and cooperate in team efforts, • interact with others in ethical and appropriate ways Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills	Include Principles of the Universal Design for Learning Framework • support recognition learning, provide multiple, flexible methods of presentation • support strategic learning, provide multiple, flexible methods of expression and apprenticeship • support affective learning, provide multiple, flexible options for engagement • know discipline content and be able to locate additional information as needed • be self-directed learners, • collaborate and cooperate in team efforts, • interact with others in ethical and appropriate ways Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills

	Birth-Preschool	Primary	Intermediate	Middle	High
Interventions *An intervention is an educational practice, strategy, curriculum or program used to support students' needs beyond the core.*	Use a variety of strategies to address individual learning needs, adding resources and materials and extending the activities as needed. Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet children's instructional needs and strengths	Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths Provide supplemental and/or intensive literacy instruction *beyond* the 90 minute core designed specifically to meet the individual needs of students below or above grade level	Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths Provide supplemental and/or intensive literacy instruction *beyond* the 90 minute core designed specifically to meet the individual needs of students below or above grade level	Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths Teach, reinforce and support intensive and supplemental intervention strategies in content area classes, including individual and small group instruction based on needs Provide additional intervention beyond core instruction through use of diagnostic assessments for identified students below or above grade level in reading, writing and/or communication skills	Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths Teach, reinforce and support intensive and supplemental intervention strategies in content area classes, including individual and small group instruction based on needs Provide additional intervention beyond core instruction through use of diagnostic assessments for identified students below or above grade level in reading, writing and/or communication skills

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Interventions** *An intervention is an educational practice, strategy, curriculum or program used to support students' needs beyond the core.*		Provide resources/ materials to align to students' instructional levels Provide multiple forms of evaluation with instructional feedback (i.e., ongoing formative, informal, formal) Emphasize useful feedback on student performance that is embedded into everyday learning	Provide resources/ materials to align to students' instructional levels Provide multiple forms of evaluation with instructional feedback (i.e., ongoing formative, informal, formal) Emphasize useful feedback on student performance that is embedded into everyday learning	Provide resources/ materials to align to students' instructional levels Provide multiple forms of evaluation with instructional feedback (i.e., ongoing formative, informal, formal) Emphasize useful feedback on student performance that is embedded into everyday learning	Provide resources/ materials to align to students' instructional levels Provide multiple forms of evaluation with instructional feedback (i.e., ongoing formative, informal, formal) Emphasize useful feedback on student performance that is embedded into everyday learning

	Birth-Preschool	Primary	Intermediate	Middle	High
Professional Learning *The school provides research-based, results-driven professional learning opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.*	Address individual teacher needs in an effort to increase the quality of learning experiences that are provided to children Utilize national standards for preparing early care and education professionals, including: 1) promoting child development and learning; 2) building family and community partnerships; 3) observing, documenting, and assessing; 4) teaching and learning; and 5) becoming a professional Provide support in all domains and content areas of early childhood. Professional learning opportunities include 1) child growth and development; 2) health safety and nutrition; 3) professional development/ professionalism; 4) learning environments; 5) child assessment; 6) family and community partnerships; 7) program management and evaluation				

(continued) **Professional Learning** *The school provides research-based, results-driven professional learning opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.*	**Birth-Preschool**	**Primary**	**Intermediate**	**Middle**	**High**
	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources	Support professional learning experiences with adequate time and resources
		Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21st century	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21st century	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21st century	Align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21st century
	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on-line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on-line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on-line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on-line, job-embedded, coaching/mentoring) to enhance teacher practice	Utilize a variety of professional learning opportunities (e.g., professional learning communities, on-line, job-embedded, coaching/mentoring) to enhance teacher practice
		Analyze student work/ performance in meeting learning goals as a key facet of professional learning	Analyze student work/ performance in meeting learning goals as a key facet of professional learning	Analyze student work/ performance in meeting learning goals as a key facet of professional learning	Analyze student work/ performance in meeting learning goals as a key facet of professional learning
		Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices	Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Professional Learning** *The school provides research-based, results-driven professional learning opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.*		Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team Include professional learning resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team Include professional learning resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team Include professional learning resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum	Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team Include professional learning resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum

	Birth-Preschool	Primary	Intermediate	Middle	High
Literate Environment *The school/district functions as an effective learning community and supports a climate conducive to excellence.*	Consider children's cultures and interests when choosing materials related to literacy. Facilitate literacy-rich experiences in meaningful ways knowing the needs of each child Provide extended time for literacy centers for deep and sustained involvement				
	Provide hands on opportunities to explore literacy materials – including pictures, books and writing tools.	Provide students with literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students	Provide students with literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students	Provide students with literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students	Provide students with literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students
	Emphasize high quality interactions, focusing on conversations, questions and vocabulary development	Share the value of reading, writing and communication as tools to help students understand the content	Share the value of reading, writing and communication as tools to help students understand the content	Share the value of reading, writing and communication as tools to help students understand the content	Share the value of reading, writing and communication as tools to help students understand the content

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Literate Environment** *The school/district functions as an effective learning community and supports a climate conducive to excellence.*	Model the idea that improving the literacy performance of children is the responsibility of all stakeholders	Demonstrate how the staff's work supports the schoolwide literacy plan Model the idea that improving the literacy performance of students is the responsibility of all stakeholders Create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space)	Demonstrate how the staff's work supports the schoolwide literacy plan Model the idea that improving the literacy performance of students is the responsibility of all stakeholders Create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space)	Demonstrate how the staff's work supports the schoolwide literacy plan Model the idea that improving the literacy performance of students is the responsibility of all stakeholders Create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space)	Demonstrate how the staff's work supports the schoolwide literacy plan Model the idea that improving the literacy performance of students is the responsibility of all stakeholders Create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space)

(continued) **Literate Environment** *The school/district functions as an effective learning community and supports a climate conducive to excellence.*	**Birth-Preschool**	**Primary**	**Intermediate**	**Middle**	**High**
	Create space in which children are exposed to diverse ideas, encouraged to play and interact cooperatively, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect	Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect
	Collaborate with families and caregivers to support home environments that promote literacy development	Ensure the Library Media Center reflects literacy as a priority in the school	Ensure the Library Media Center reflects literacy as a priority in the school	Ensure the Library Media Center reflects literacy as a priority in the school	Ensure the Library Media Center reflects literacy as a priority in the school
		Collaborate with families and caregivers to support home environments that promote literacy development	Collaborate with families and caregivers to support home environments that promote literacy development	Collaborate with families and caregivers to support home environments that promote literacy development	Collaborate with families and caregivers to support home environments that promote literacy development
	Employ a variety of hands-on materials to encourage active exploration, initiative and interactions.	Ensure students have access to appropriate and engaging texts	Ensure students have access to appropriate and engaging texts	Ensure students have access to appropriate and engaging texts	Ensure students have access to appropriate and engaging texts
		Provide opportunities for students to see and hear fluent adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent adults model reading, thinking and writing	Provide opportunities for students to see and hear fluent adults model reading, thinking and writing
	Create learning environments that foster children's initiative and engagement with other children and adults for literacy-related activities	Provide opportunities for students to interact with adults and peers in response to texts	Provide opportunities for students to interact with adults and peers in response to texts	Provide opportunities for students to interact with adults and peers in response to texts	Provide opportunities for students to interact with adults and peers in response to texts
	Promote engagement and conversation through songs, rhymes, and stories	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school	Provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school

	Birth-Preschool	Primary	Intermediate	Middle	High
Multiple Assessments *Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning.*	Embed assessment in the curriculum and include authentic strategies.	Provide for continuous progress for all students' individual needs through a differentiated curriculum	Provide for continuous progress for all students' individual needs through a differentiated curriculum	Provide for continuous progress for all students' individual needs through a differentiated curriculum	Provide for continuous progress for all students' individual needs through a differentiated curriculum
	Implement a variety of strategies that allows differentiation in how children demonstrate competence.	Allow students to demonstrate learning through varied and differentiated assessments	Allow students to demonstrate learning through varied and differentiated assessments	Allow students to demonstrate learning through varied and differentiated assessments	Allow students to demonstrate learning through varied and differentiated assessments
	Include teacher observations of children during daily activities and authentic play in assessments.	Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals	Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals	Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals	Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals
	Use approved early care and education screenings and assessments to identify individual needs of children based on early language and literacy components of the Kentucky Early Childhood Standards	Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented	Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented	Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented	Use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented
	Design assessments in a collaborative process	Design assessments in a collaborative process and embed within instruction	Design assessments in a collaborative process and embed within instruction	Design assessments in a collaborative process and embed within instruction	Design assessments in a collaborative process and embed within instruction

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Multiple Assessments** *Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning.*	Use assessment results to change instructional practices and strategies, adjust curriculum and make changes to the schedule and classroom environment.	Design assessments to measure effective instructional practices	Design assessments to measure effective instructional practices	Design assessments to measure effective instructional practices	Design assessments to measure effective instructional practices
	Use on-going assessment, capturing children's demonstration of skills and knowledge during play and daily activities.	Use regular progress monitoring to demonstrate that students are progressing	Use regular progress monitoring to demonstrate that students are progressing	Use regular progress monitoring to demonstrate that students are progressing	Use regular progress monitoring to demonstrate that students are progressing
	Utilize an assessment plan that is written, well-organized, comprehensive and understood by personnel and families.	Ensure the school has a systematic schedule of assessment	Ensure the school has a systematic schedule of assessment	Ensure the school has a systematic schedule of assessment	Ensure the school has a systematic schedule of assessment
	Document learning and development through anecdotal notes, observations, work samples and multi-media.	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement related to literacy goals	Collect quantitative and qualitative data is and analyze for screening and diagnosis of student achievement related to literacy goals	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement related to literacy goals	Collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement related to literacy goals
	Make results of assessments available to families in a timely fashion	Make results of assessments available to families in a timely fashion	Make results of assessments available to families in a timely fashion	Make results of assessments available to families in a timely fashion	Make results of assessments available to families in a timely fashion

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Multiple Assessments** *Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning.*	Base instructional and placement for children on multiple sources of information. Use multiple sources of information for instructional and placement decisions	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies	Use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies
	Address key standards in all developmental domains and content areas.	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities	Provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities

	Birth-Preschool	Primary	Intermediate	Middle	High
Partnerships *The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students.*	Inform and involve families when making decisions about their child's learning	Inform and involve families when making decisions about their child's learning	Inform and involve families when making decisions about their child's learning	Inform and involve families when making decisions about their child's learning	Inform and involve families when making decisions about their child's learning
	Develop reciprocal relationships with families through home visits, parent/ child activities, family involvement activities within the facility and two-way communications that are inclusive of all families	Develop reciprocal relationships with families	Develop reciprocal relationships with families	Develop reciprocal relationships with families	Develop reciprocal relationships with families
	Provide opportunities for adults to engage in literacy activities with young children	Provide opportunities for adults to read and write frequently with students	Provide opportunities for adults to read and write frequently with students	Provide opportunities for adults to read and write frequently with students	Provide opportunities for adults to read and write frequently with students
	Encourage community employment requirements to reflect the importance of literacy skills	Encourage community employment requirements to reflect the importance of literacy skills	Encourage community employment requirements to reflect the importance of literacy skills	Encourage community employment requirements to reflect the importance of literacy skills	Encourage community employment requirements to reflect the importance of literacy skills
	Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools	Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools	Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools	Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools	Assist the Family Resource Youth Services Center (FRYSC) in forming partnerships to bridge the gap between communities and schools

	Birth-Preschool	Primary	Intermediate	Middle	High
(continued) **Partnerships** *The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students.*	Establish and maintain partnerships with collaborative agencies and programs (e.g., State-Funded Preschool, Head Start, Child Care, First Steps, HANDS, CCR&Rs, Even Start, Early Head Start, adult and family literacy programs) Promote literacy activities/events and make information available about community literacy organizations and events Work to strengthen coordination among schools, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to children and/or families	Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness Promote literacy activities/events and make information available about community literacy organizations and events Work to strengthen coordination among schools, early literacy programs, family literacy programs, A5 & A6 programs, public libraries and out-of-school time programs that provide services to students and/or families	Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness Promote literacy activities/events and make information available about community literacy organizations and events Work to strengthen coordination among schools, early literacy programs, family literacy programs, A5 & A6 programs, public libraries and out-of-school time programs that provide services to students and/or families	Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness Promote literacy activities/events and make information available about community literacy organizations and events Work to strengthen coordination among schools, early literacy programs, family literacy programs, A5 & A6 programs, public libraries and out-of-school time programs that provide services to students and/or families	Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness Promote literacy activities/events and make information available about community literacy organizations and events Work to strengthen coordination among schools, early literacy programs, family literacy programs, A5 & A6 programs, public libraries and out-of-school time programs that provide services to students and/or families

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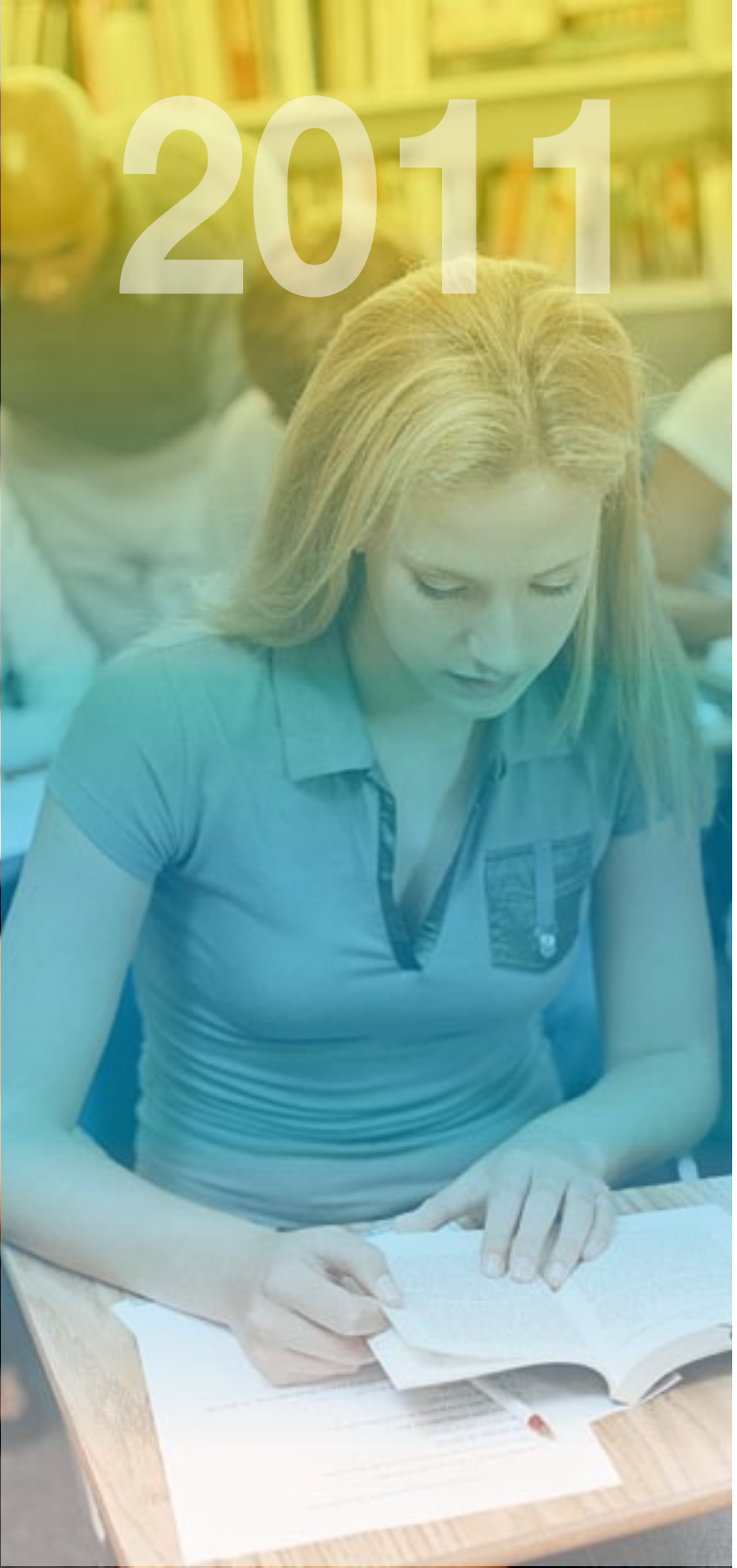


Kentucky Literacy Birth-Grade 12: A Planning Resource for Districts

The district actions and implementation indicators contained in this document are meant to guide districts as they support collaboration with community partners and schools to achieve the goal of fully implemented literacy plans.

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

Kentucky Literacy Birth-Grade 12: A Planning Resource for Districts

Literacy is a community responsibility

Build collaboration among programs serving children birth to five and grades K-5 and 6-12 to create shared responsibility for language and literacy development.

Families, caregivers, and educators [in school and outside school] must recognize the role each plays in supporting language and literacy development along the continuum that begins at birth and continues through secondary education. Children's progress through this continuum can be strengthened and better scholastic outcomes produced if parents, early childhood professionals, and educators collaborate to support transitions, share data, evaluate child progress, and build knowledge and skills in a community context across the range from birth to 12th grade (Kupcha, 2010).

One out of every three children comes to the first day of kindergarten without the requisite skills for success (Rock & Pollack, 2002). **It is essential to a district's literacy plans to engage partners, including family members and care givers, in educating children.** Emergent literacy skills form the foundation for a child's future literacy success. *In Making a Difference: 10 Essential Steps to Building a Pre-K System*, Sullivan-Dudzic, Gearns, & Leavell (2010) provide guidance to districts on how to connect early childhood and K-12 systems, such as establishing relationships among districts and preschool and early childhood communities. "Without the entire community, no school district is able to provide children with the necessary early learning skills required to be successful in life" (Sullivan-Dudzic, Gearns, & Leavell, p.7).

In the primary years, districts will need to ensure that learning focuses on building essential cognitive skills that enable literacy learning—learning to read, write, speak and listen. Language and vocabulary development and comprehension strategies are foundational skills needed so that as learners transition from primary to intermediate years, they can engage with the increasingly complex texts they will encounter.

In middle and high school, learners continue to need explicit literacy instruction to remain on track due to the increasing complexity of texts that are specific to each content area. According to the Alliance for Excellent Education, more than half of America's secondary learners struggle to read and learn their course materials. Districts will need to support teachers and others in the community in on-going professional learning that will provide them with the skills and confidence to provide learners with the explicit literacy instruction specific to each discipline/content area.

> *"Without the entire community, no school district is able to provide children with the necessary early learning skills required to be successful in life"*
> *(Sullivan-Dudzic, Gearns, & Leavell, p.7).*

Comprehensive Community Literacy Plan

Literacy is the "foundation upon which academic learning and successful student performance depends" (Meltzer & Ziemba, 2006). Literate students are ones who know how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills "to learn content … [to] use those skills to communicate what he or she has learned … [and to] transfer that learning to other situations" (Meltzer & Ziemba, 2006).

Without the development of intentional partnerships, systemic support for a literacy plan is not likely to produce deep change in the culture of literacy learning. A big obstacle to effective literacy plan implementation is the concern that it will not actually guide action.

> *A literacy leadership team is a management tool for simultaneously supporting learning and teaching for the entire community – students, teachers, educational leaders; enhancing literacy environment; and building a literacy culture through collegiality and collaboration (Bedenbaugh, et. al., 2007).*

District leaders can ensure the literacy plan developed is implemented by

1. Setting forth a vision that everyone can support. Begin by brainstorming with a small group what a successful literacy initiative would look like. What would learners be doing? What would those who serve children and youth be doing to promote literacy? What would literate environments in and outside of school be like?
2. Developing an overarching vision statement. This sets the tone for the literacy planning sessions and communicates to parents, learners, and the community what the literacy plan attempts to accomplish.
3. Articulating this common vision, actively referring to it, and using it to guide literacy planning can ensure that implementation will stay focused.
4. Getting everyone to be active participants in enacting all parts of the literacy plan.

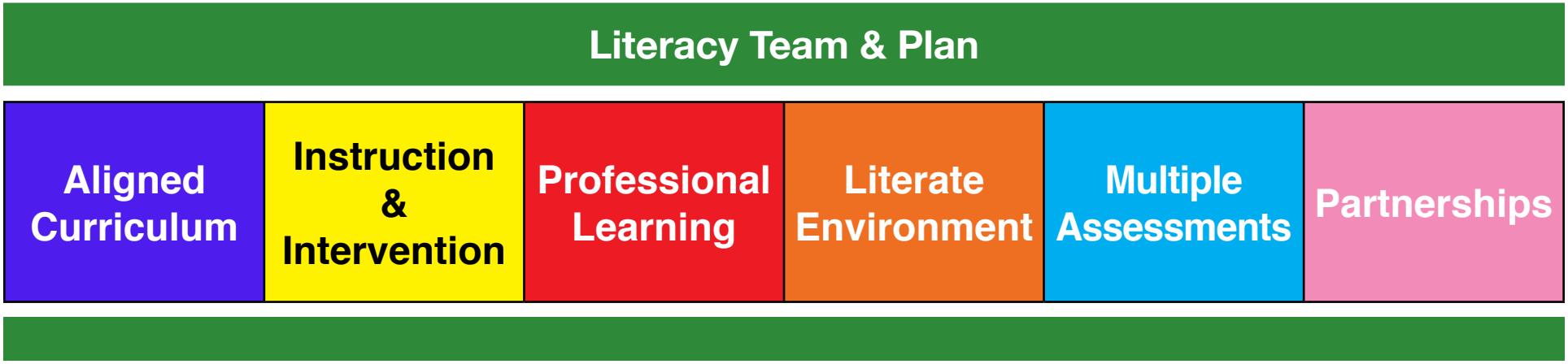
A literacy leadership team needs to have and communicate a common vision in order to secure the collaboration and effort of the community. The development of an effective literacy plan depends on it. Districts are urged to give attention to *vision* and *collaborative implementation* to ensure success (Irvin, Meltzer, & Dukes, 2007).

Increasing capacity for literacy improvement requires restraint from "top-down" approaches while at the same time

- promoting the states' position that literacy is a lifelong endeavor and mobilizing community resources and partnerships to address the developmental needs of children before they enter kindergarten
- recognizing literacy as the essential foundational skill for learning in all content areas and establishing literacy instruction as the priority
- articulating curricular content and providing instructional support
- investing in leadership development and redefining leadership roles
- coordinating and featuring in-school and out-of-school learning opportunities, making use of community and business partners and resources, reviewing and revising district and community literacy initiatives toward greater coherence and connectivity
- acknowledging poor performance and seeking solutions
- basing decisions on multiple sources of data (i.e. formative academic assessments, attendance rates, suspension rates, satisfaction ratings)
- committing to sustained literacy planning over the long haul (Togneri, 2003).

Components of Literacy Planning

The components of literacy planning are organized by the Literacy Program Effective Review (PERKS) essential elements, as illustrated by the diagram (the literacy team and plan are combined on the diagram).



Element of Literacy PERKS	District Actions	Evidence
Literacy Team and Plan	The district will 1. establish a Community Literacy Team, led by an appointed literacy lead to plan, implement and monitor the district literacy plan, as well as develop and communicate a community literacy vision for all children, Birth-Grade 12 2. communicate a consistent message regarding the importance of quality early childhood experiences for achievement in primary grades 3. promote collaboration of local education leaders and the entire community in building a literacy culture 4. charge the team with synthesizing data on learner readiness/performance, (birth-grade 12), community support, provider knowledge and use of literacy strategies, and support structures and policies to develop a clear picture of what currently exists and what is needed to improve literacy for all learners 5. seek a focus on key transition points by communicating the importance of • collaboration between early childcare services and elementary schools • literacy in college and career readiness and support, sustaining this emphasis through graduation from high school to postsecondary learning and work 6. support local school literacy teams in using literacy planning tools and resources to • guide a consistent approach to literacy from birth-grade 12 • plan professional learning opportunities in literacy 7. provide equitable access to quality learning tools and resources; identify and share potential community, state, and national resources related to literacy 8. make organizational decisions based on student learning needs 9. develop and communicate policy about literacy expectations for all children and youth	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • Professional Development Plans • Curriculum Alignment Documents • Program Review information • Minutes and other records of literacy team meetings • Progress monitoring documents • Community data sources
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership is shared through a distributed model; administrators, literacy coaches, teachers, community members, parents and others are involved in literacy planning, training, and implementation as appropriate to the role ▶ Administrative leadership engages in literacy learning and ensures that all stakeholders participate in ongoing communication about the work ▶ The district uses the Program Review process and other established processes (comprehensive planning) ▶ Schoolwide literacy planning and student success are monitored and communicated ▶ Literacy PERKS resource is utilized and results are reviewed and updated regularly ▶ Examples of successful school literacy teams and plans are offered for review and contacts provided ▶ Collaboration among stakeholders ensures a comprehensive and integrated approach to literacy ▶ Collaboration among and between schools, grade levels, early childcare providers, directors of expanded learning opportunities (e.g., 21st Century Community Learning Centers, youth programs, afterschool networks) and college and career stakeholders is evident	

Element of Literacy PERKS	District Actions	Evidence
Aligned Curriculum	The district will provide resources and tools that 1. support alignment of curriculum to KY's Core Academic Standards 2. align curriculum with evidence-based literacy instruction and balanced, comprehensive assessment 3. ensure all teachers have ready access to literacy support materials 4. guide schools and other centers of learning in integrating literacy instruction across the curriculum to facilitate student learning 5. promote alignment of Kentucky Early Childhood Standards and KY Core Academic Standards for ELA 6. support birth-pre K collaboration, planning, training and service delivery as well as middle/high school and college/career collaboration, planning and training 7. ensure families, childcare professionals, college and career professionals, and directors of extended learning opportunities (ELOs) are included in curriculum discussions 8. include data analysis and decision-making within an appropriately aligned curriculum 9. encourage intentional planning through model units and/or lessons that foster thinking through students' use of reading, writing, speaking and listening skills in the service of all learning	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • Professional Development Plans • Curriculum Alignment Documents • Program Review information • Minutes and other records of literacy team meetings • Progress monitoring documents
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership ensures the inclusion of appropriate literacy instruction across the curriculum ▶ Leadership ensures that literacy is linked in meaningful and appropriate ways to the overall work of instructional improvement (through professional learning communities, etc.) ▶ Literacy materials are updated and revised based on needs, latest research, etc. ▶ Resources address the needs of multiple audiences ▶ Literacy support materials are accessible to all ▶ Community-wide emphasis on literacy is evident ▶ Wide-ranging involvement in literacy leadership is evident	

Element of Literacy PERKS	District Actions	Evidence
Instruction & Intervention	The district will provide resources and tools that 1. encourage implementation of research-based practices and facilitate differentiation of instruction, including Kentucky System of Intervention (KSI)/Response to Intervention (universal, supplemental, intensive), acceleration and remediation; meet the specific literacy learning needs of English Language Learners (ELLs) 2. embed cultural awareness and competence in literacy approaches 3. support a diagnostic approach to decision-making (base on pertinent qualitative and quantitative data) regarding literacy instruction to meet all learners' need (e.g., struggling readers and writers, ELLs, learners with disabilities and learners performing beyond their peers) 4. support decision-making that is based on the analysis of multiple data sources and types, including birth through pre-K sources 5. are developmentally appropriate for young children and youth 6. provide supports to families to encourage literacy learning in the home 7. ensure full access of resources (technology/media center, PE, music, art) by principals for preschool 8. provide continuity and consistency during key learning transition points 9. promote content and discipline-specific literacy strategies 10. promote direct, explicit instruction 11. combine reading, writing, listening and speaking experiences that lead to higher level thinking	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • Professional Development Plans • Curriculum Alignment Documents • Program Review information • Minutes and other records of literacy team meetings • Progress monitoring documents • RTI/KSI Plan
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership understands, supports, and participates in professional development and monitoring of literacy instruction across the curriculum Birth-Grade 12 ▶ Leadership utilizes multiple data sources when organizing and planning for instruction (scheduling, designing interventions, selecting programs) and offering virtual learning opportunities ▶ Leadership ensures a balanced approach to assessment in instruction ▶ Leadership ensures that literacy approaches are connected and seamless through key transition points for learners ▶ Training and support are provided in the collection and analysis of data to inform instruction ▶ School, district and community partnerships collaborate on specific literacy objectives (mentoring programs, early care facilities, other community education efforts with a literacy focus, etc.) ▶ School, district and community partners participate in aligned, research-based professional development for developmentally appropriate practices and interventions ▶ Literacy PERKS is used by Birth-Grade 12 to align curriculum; other resources used reflect evidence-based literacy instructional practices and balanced assessments	

Element of Literacy PERKS	District Actions	Evidence
Professional Learning	The district will foster a consistent, districtwide approach to teaching literacy through training and ongoing professional learning and support, including 1. ensuring literacy professional learning at all levels is high quality, job-embedded, ongoing, and evidence-based for school administrators, teachers (pre-service, emerging, experienced, advanced and retired), literacy specialists and other support staff 2. providing appropriate professional learning for community stakeholders 3. ensuring opportunities to share professional learning with others 4. aligning of professional learning experiences for consistency and continuity in improving reading, writing and communication skills, birth through grade 12 5. providing resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum 6. providing information about recommended early language and literacy curricula 7. providing guidance to ensure that professional learning is understood and recognized 8. identifying potential training resources for preschool and early child care providers within existing federal and state resources 9. supporting schools and other centers of learning in improving the reading, writing, speaking, and listening skills as well as academic achievement of all learners 10. recommending follow-up procedures that include analysis of learner work/ performance, a reflective evaluation process and planning for improvement 11. promoting and supporting the role of instructional/literacy coaches in teacher professional learning 12. ensuring principals offer full access of resources to preschools 13. supporting continuous, individualized professional growth (e.g., communities of practice, book studies, learning walks and curriculum meetings) 14. supporting collaboration (e.g., planning meetings, floating subs, opportunities to observe other exemplary teachers/ practitioners)	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • Comprehensive District Improvement Plan (CDIP) aligned with Literacy PERKS and Characteristics of Highly Effective Teaching and Learning (CHETL) • Comprehensive School Improvement Plan (CSIP) aligned with Literacy PERKS and CHETL • Professional Development Plans • Leadership meeting minutes • Budget allocations which include literacy plans and personnel, substitutes • Program Review data
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership prioritizes continuous professional learning for the literacy team and Birth-Grade 12 providers through allocation of resources, funds and time ▶ Professional development includes early child care providers, early childhood community stakeholders, pre-service teachers, expanded learning opportunity network providers and college and career stakeholders where appropriate ▶ Professional development includes a research knowledge-base, is connected with school and district student achievement goals, and is supported through model lessons, coaching and data analysis ▶ PERKS, CHETL, School and District literacy planning guides, other state and national resources are used	

Element of Literacy PERKS	District Actions	Evidence
Literate Environment	The district will support 1. establishing and maintaining language and literacy-rich experiences, diverse texts, resources and models to facilitate reading, writing, speaking and listening skills that meet the diverse needs of students 2. working with families and caregivers to establish environments that support literacy development 3. offering clear indicators or models of environments that value literacy, birth-grade 12 4. working with the community to provide print materials, technological resources and literacy-related activities that communicate the community's vision about literacy	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • models and examples of plans and documents which demonstrate a consistent vision and message about the importance of a literate environment at each level of education
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership forms collaborative working relationships with community stakeholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ▶ Leadership engages stakeholders to create a vision for a birth-grade 12 literate environment ▶ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ▶ Model schools or programs are identified and recognized for their plans and implementation	

Element of Literacy PERKS	District Actions	Evidence
Multiple Assessments	The district will provide 1. professional learning and support in school data analysis to identify and match appropriate literacy supports to student learning needs 2. guidance on designing appropriate learning targets using national, state and school assessment data 3. guidance in developing a balanced system of literacy assessments (e.g., screening, progress monitoring, formative, outcome) 4. guidance in identifying learners that need additional literacy support (universal screening), including students who are: • most at risk • at key transition points • performing beyond peers 5. support in the development of regular progress monitoring systems to follow learner progress 6. literacy report tools and should share literacy information with families, Site-based Decision-making Councils (SBDMs) and the community with the audience in mind 7. learning experiences of young children and data (e.g., common assessments in literacy) as a variable when reporting disaggregated data	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • Comprehensive District Improvement Plan (CDIP) • Comprehensive School Improvement Plan (CSIP) • District Web site • Professional Development Plans • Leadership meeting minutes • Board of Education meeting minutes • District policies • District and school schedules • Budget allocations which include literacy plans and personnel, substitutes • Program Review information and data • Plans for students with IEPs and 504 plans, ELL students (use the following references to plans GSSP [Gifted Student Service Plan], PSP [Program Service Plan], IFSP [Individual Family Service Plan]) • Progress monitoring reports
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership ensures that multiple data sources (qualitative and quantitative) are used in community, district and school literacy planning ▶ Leadership establishes expectations of a data-informed approach to instruction, and provides training, support and monitoring of implementation of such an approach ▶ Leadership ensures a balanced approach to literacy assessment and assists with appropriate transition planning based on those assessments ▶ Leadership emphasizes using a balanced approach to assessment to inform instructional decision-making ▶ Literacy data report tools from Birth-Grade 12 are accessible ▶ Evidence-based literacy interventions for all learners meet individual learning needs	

Element of Literacy PERKS	District Actions	Evidence
Partnerships	The district will 1. develop and provide materials to administrators and teachers that promote partnerships among home, school and community 2. provide families, school communities, early childhood care professionals, other community entities, college and postsecondary institutions with information about KY literacy standards 3. partner with early childhood providers (e.g., child care, Head Start, state-funded preschool, First Steps, HANDS, etc) who have received a designation of quality (e.g., national, regional, state accreditation. Examples of quality include NAEYC, SACS, STARS, Classrooms/Centers of Excellence) 4. strengthen coordination among schools, early literacy programs, family literacy programs, alternative school settings, public libraries and out-of-school time programs that provide services to children and youth 5. share strategies, curricula, interventions and assessments to enhance literacy development among providers of services to children and youth 6. collaborate with early literacy agencies and partners (e.g., KIDS Now, First Steps, Even Start, Early Head Start, adult and family literacy programs) to support early childhood providers in the development of teaching and learning strategies and materials to support the literacy plan 7. communicate the importance of high-quality literacy instruction at all levels to the community, staff, school board members and parents 8. encourage principals to ensure full access to resources (technology/media center, PE, music, art) for preschools 9. encourage literacy decision-making that is in collaboration with community stakeholders 10. involve pre-service educators in literacy development and conversations 11. coordinate instructional initiatives and programs within the community	District leadership cites the following evidence that the listed actions are in progress: (Potential data and evidence sources include but are not limited to those listed below) • Professional Development Plans • Training materials • Communication documents such as brochures, pamphlets and other materials • District web site • Meeting minutes
Implementation Indicators (are aligned by element, not numbered list)	▶ Leadership forms collaborative working relationships with community stakeholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ▶ Leadership engages stakeholders in vision work for a birth- 12 literate environment ▶ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ▶ Professional learning includes all stakeholder groups and is aligned according to Literacy PERKS ▶ Literacy plan components are aligned with other programs ▶ District and community level collaboration on literacy plans and programs offers consistent, rich and sustained literacy experiences and learning for all children and youth	

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Kentucky Literacy Birth-Grade 12: The Commonwealth's Plan

The state actions and implementation indicators contained in this document outline the Kentucky Department of Education's plan for collaborating with partners as well as districts and schools to achieve the goal of fully implemented literacy plans in every district and school.

EVERY CHILD
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KENTUCKY DEPARTMENT OF EDUCATION

Kentucky Literacy Birth-Grade 12: The Commonwealth's Plan

The state actions and implementation indicators that follow outline the Kentucky Department of Education's plan for collaborating with partners as well as districts and schools to achieve the goal of fully implemented literacy plans in every school. It is organized by the Literacy Program Effective Review (PERKS) essential elements.

Element of Literacy PERKS	KDE Actions	Evidence
Literacy Team and Plan	The KY Department of Education will • support districts in the development of a community literacy vision for all students, birth-grade 12 • establish a Literacy Leadership Team to plan, implement and monitor the state literacy plan • develop and disseminate the literacy planning tools and resources to guide a consistent approach to literacy across all districts and programs (including Pre-K) • support literacy teams in planning professional learning opportunities in literacy • provide access to quality instructional tools and resources • communicate the importance of quality preschool experiences for achievement in the primary grades and support districts in developing a vision of collaboration between early childcare services and elementary schools • communicate the importance of literacy in college and career readiness and support districts in developing a vision for sustaining this emphasis beginning in middle school and continuing through the transition from high school to postsecondary institutions and work	1) Meeting minutes and reports 2) Literacy planning documents for schools and districts online, Interactive literacy modules, Writing Program Review Guidelines 3) Kentucky Leadership Networks; online resources and DVDs including "Literacy Leadership", "Literacy Strategies in Action", "Reading Strategies in the Content Areas", and "Literacy Without Limits" ; online literacy courses and Professional Development "Snapshots" 4) Developing a literacy measure/reporting tool for districts as a part of an overall College & Career Readiness (CCR) measure
Implementation Indicators (are aligned by element, not bulleted list)	▶ Districts collaborate with community partners to implement a comprehensive and integrated approach to learning ▶ Districts recognize extended learning opportunities (learning that occurs outside of the regular instructional day) as a critical component of literacy and education for all students ▶ Districts use the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ▶ State literacy plan is monitored and revised as appropriate and necessary ▶ Schoolwide literacy is an integral part of school, district and state plans ▶ Literacy PERKS is utilized in all levels of planning (school, district, state) ▶ Examples of successful school literacy teams and plans are reviewed and provided	

Element of Literacy PERKS	KDE Actions	Evidence
Aligned Curriculum	The KDE will provide resources and tools that • support alignment of curriculum to KY's Core Academic Standards • align curriculum with evidence-based literacy instruction and balanced assessment • ensure all teachers have ready access to literacy support materials • guide districts in integrating literacy instruction across the curriculum to facilitate student learning • encourage intentional planning through model units and/or lessons that foster students' use of thinking and communication skills in the service of all learning • include data analysis and decision-making within an appropriately aligned curriculum • assist districts in developing and communicating policy expectations for all children and youth • develop preschool language and literacy learning standards (within a set of comprehensive learning standards) that are articulated with K-12 standards • support birth-pre K collaboration, planning and training as well as middle/high school-college and career collaboration, planning and training	1) Kentucky Leadership Networks 2) Kentucky Leadership Networks, instructional materials online 3) Literacy Link newsletters 4) Collaboration between KDE literacy consultants and special education cooperative literacy specialists, "Literacy Without Limits" online, Literacy snapshots developed by Reading First Coaches 5) Headstart Child Outcomes Framework provided online, other early childhood resources listed online; The Kentucky Early Childhood Standards provide guidance for children from birth to age 4. Links to field guides are provided by KDE as well as additional resources 6) KYECS/KYCAS alignment documents
Implementation Indicators (are aligned by element, not bulleted list)	▶ Schools and districts are embedding literacy learning in their comprehensive improvement planning process; implementation of the KY Core Academic Standards is appropriately aligned with a comprehensive and integrated approach to literacy instruction ▶ Literacy materials are accessible to all through online resources, regional cooperatives, and other KDE-sponsored grants and projects ▶ Literacy materials are updated and revised based on school needs and current research ▶ Resources address the needs of multiple audiences (teachers, councils, administrators, parents, childcare providers, college and career stakeholders)	

Element of Literacy PERKS	KDE Actions	Evidence
Instruction & Intervention	KDE will provide resources and tools that prepare students for 21st Century literacy and • promote current literacy and learning research • are developmentally appropriate for children and students' learning • combine reading, writing and communication experiences that lead to a higher level of thinking • address the needs of students whose reading, writing and communication skills are below grade level, on grade level and above grade level • plan for continuity and consistency during key student transition points • embed cultural awareness and competence in literacy approaches • embed motivation and engagement in literacy approaches • support decision-making at all levels (birth-grade 12) that is based on the analysis of multiple data sources and types	1) Online resources 2) KDE-provided list of successful schools from previous literacy grants 3) Kentucky Leadership Networks and the Literacy and Math Design Collaborative 4) Kentucky System of Intervention (KSI), the Kentucky Cognitive Literacy Model through the Striving Readers 2 Grant (available online), Transition Reading & Language Arts courses for high school students focused on College and Career Readiness, Kentucky Leadership Networks and Characteristics of Highly Effective Teaching and Learning (CHETL) 5) Gifted and Talented Education indicators to be developed
Implementation Indicators (are aligned by element, not bulleted list)	▶ Districts support schools in implementing evidenced-based literacy interventions for all students to meet their learning needs ▶ Districts are supported in using the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ▶ Online resources provide specific information on effective literacy instruction and intervention for meeting students' learning needs ▶ Virtual learning opportunities, including Universal Design for Learning and other web-based technologies are available and accessible	

Element of Literacy PERKS	KDE Actions	Evidence
Professional Learning	KDE will foster a consistent, statewide approach to teaching literacy through statewide training and ongoing professional learning and support, including • providing guidance to help ensure that literacy professional development at all levels is high quality, job-embedded, ongoing and research-based • supporting districts in alignment for consistency and continuity in improving the reading, writing, communication skills and academic achievement of all students, birth through grade 12 • providing evidence-based resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum • providing information about developmentally appropriate practices for children and students' learning • providing information about recommended early language and literacy curricula • identifying potential training resources for pre-school staff within existing federal and state resources • promoting professional learning opportunities and resources for all, including those available virtually • recommending follow-up procedures that include analysis of student work/ performance, a reflective evaluation process and planning for improvement • promoting and supporting the role of instructional/literacy coaches in teacher professional learning	1) Kentucky Leadership Networks, Literacy and Math Design Collaborative, PERKS online modules 2) To be developed 3) Characteristics of Highly Effective Teaching and Learning (CHETL) resources provided: Building a High Quality Professional Learning Plan 4) Early childhood resources are provided 5) Kentucky System of Intervention (KSI), literacy specialists in special education cooperatives, extended learning opportunities 6) Online literacy professional development courses; Kentucky Leadership Networks and Literacy and Math Design Collaborative 7) Writing Program Review process documents and guidelines 8) Literacy grants (e.g., Striving Readers 1 and 2)
Implementation Indicators (are aligned by element, not bulleted list)	▶ Districts are supported in using the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ▶ Districts are supported in using highly effective professional development methods, including job-embedded, continuous and research-based approaches ▶ Virtual learning opportunities, including KYVS, discussion board options, PERKS online modules, etc. are offered ▶ KY Literacy Link newsletter is available ▶ KY Literacy Guide is utilized in districts ▶ Guidance documents, including PERKS, are reviewed and utilized ▶ Information about literacy workshops, academies, conferences across the state (e.g., KCTE/LA, KWP, KRA) is provided ▶ Characteristics of Highly Effective Teaching and Learning (CHETL) resources are provided	

Element of Literacy PERKS	KDE Actions	Evidence
Literate Environment	KDE will support districts and offer resources in • providing literacy-rich experiences, diverse texts, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students • working with families and caregivers to establish environments that support literacy development • supporting the goals of literacy plans and offering clear indicators or models of environments that value literacy	1) Online resources, resources lists, models, and plans provided 2) literate environment observation guides 3) Walkthrough instruments targeting specific literacy practices from the National Reading Panel have been developed and distributed 4) parent newsletters/other KDE communications
Implementation Indicators (are aligned by element, not bulleted list)	▶ A vision for a community approach to literacy, from birth-grade 12, is described and supported through resources, tools, and other forms of communication with districts ▶ Districts are supported in working with community partners to create a literate environment for all students, including young children who have not yet entered school. ▶ Online professional resources are available, easily accessible and current ▶ Model schools and districts are identified and recognized for their plans ▶ KDE communications are coordinated to communicate literacy opportunities/resources	

Element of Literacy PERKS	KDE Actions	Evidence
Multiple Assessments	KDE will provide • guidance to districts in developing balanced system of assessments (e.g., screening, progress monitoring, formative, outcome) • professional learning and support in data analysis to identify and match appropriate literacy supports to student learning needs • guidance to districts on designing appropriate learning targets using national, state and school assessment data • guidance to districts in identifying students that need additional literacy support, including students who are: o most at risk o at key transition points o performing beyond peers • districts with literacy report tools to share literacy information with families • include preschool experience and data as a variable when reporting disaggregated data for reading at the elementary grades	1) Instructional resource materials, Kentucky Leadership Networks, and the Literacy and Math Design Collaborative 2) Kentucky System of Intervention (KSI), District 180, School Improvement Grants, transition courses 3) reading data
Implementation Indicators (are aligned by element, not bulleted list)	▶ Districts are supported in using a balanced approach to assessment to inform instructional decision-making at the district, school and classroom levels ▶ Districts are supported in thinking about new ways to collect data about early childhood programs and interventions ▶ Districts are supported in using data from evidence-based literacy interventions for all students to meet their learning needs ▶ Literacy data report tools from early childhood through grade 12 are accessible	

Element of Literacy PERKS	KDE Actions	Evidence
Partnerships	KDE will • collaborate with the Education Professional Standards Board (EPSB) to provide guidance on o ensuring educator preparation programs to teach literacy in a balanced, integrated way, including evidence-based approaches to the teaching of literacy o support to beginning teachers on teaching literacy in a balanced, integrated way, including evidence-based approaches o support to teacher preparation programs and beginning teachers to ensure students are college and career ready o incorporating a literacy focus in leadership development programs o incorporating and communicating KY's Core Academic Standards into preparation and certification programs o incorporating and communicating literacy plan implementation and monitoring into preparation and certification programs • collaborate with the Collaborative Center for Literacy Development (CCLD), a collaborative of the eight state university literacy faculty and the National Center for Family Literacy to publish literacy research and successful literacy teaching and learning strategies and materials • develop and provide materials to districts to promote partnerships among home, school and community • provide families and school communities with information about KY literacy standards • establish a designation for quality preschool programs who partner with districts • strengthen coordination among districts, schools, early literacy programs, family literacy programs, alternate school programs, public libraries and out-of-school time programs that provide services to children and students by sharing strategies, curricula, interventions and assessments to enhance literacy development • collaborate with early literacy agencies and partners (e.g., KIDS Now, First Steps, Even Start, Early Head Start, adult and family literacy programs) to support early childhood teachers in development of teaching and learning strategies and materials to support literacy plan • collaborate with partners (e.g., KY Reading Association, KY Council of Teacher of Eng./LA) to promote literacy planning and to support school and district literacy teams with resources and guidance material • coordinate efforts within KDE offices and divisions to ensure that understanding, implementation and monitoring of literacy plan are consistent for schools and districts	1) Revised programs and documents related to educator preparation 2) Research clearinghouse on the Collaborative Center for Literacy Development's (CCLD's) website 3) Reports and other documents demonstrating results of various collaboration efforts with EPSB, CCLD, early literacy partners, etc.

Implementation Indicators (are aligned by element, not bulleted list)	▶ Collaborative partnerships result in a strong system of support for literacy planning, implementation and monitoring (information, training, resources, etc., are collaboratively designed and delivered) ▶ Literacy plan components are aligned with other KDE programs (e.g., alternative school programs, Extended School Services, Title 1) to ensure implementation across the agency ▶ District and community level collaboration on literacy plans and programs offers consistent, rich, and sustained literacy experiences and learning for all children

State and District Planning Template

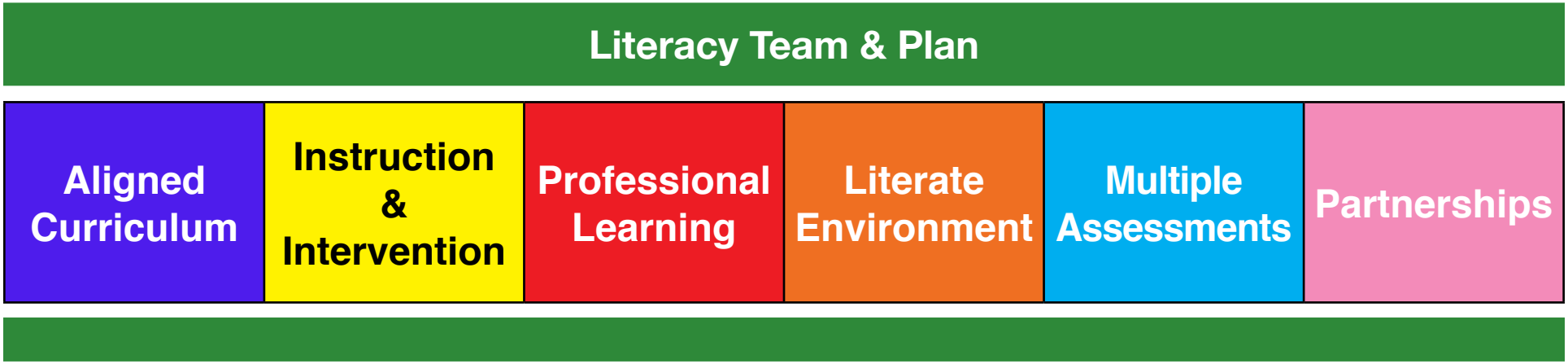
Kentucky's Self-Assessment Model for the Striving Readers Comprehensive Literacy Grant

Kentucky's application for the Striving Readers Comprehensive Literacy Grant (SRCL) contains three distinct pieces: A Literacy Planning Guide for Schools, a District Literacy Planning Guide, and The Commonwealth's Plan for Birth-Grade 12 Literacy. Kentucky's approach to literacy planning is based on the assumption that in order to effect instructional improvement at the school level, coordination of accountability and capacity-building at the school, district and state levels must occur simultaneously. The state literacy plan provides a vision of literacy as a community endeavor, one that extends beyond school walls and district personnel. Effective district leadership seeks and engages the support and collaboration of community partners who are stakeholders in creating a literate environment for its children and youth. Kentucky's plan is to support the vision of community literacy by providing support in the way of resources, planning tools, guiding documents based on research, modules, samples, a curriculum framework and model, and professional development coordination with other agencies.

The Kentucky Department of Education Birth-Grade 12 State Literacy Plan is organized around the Literacy Program Effectiveness Review for Kentucky Schools (PERKS) document, which is designed for use by school and district reviewers.

At the school level, the best use of Literacy PERKS occurs when Literacy Team members complete the review and use the results to develop a schoolwide literacy plan. At the district level, the best use of Literacy PERKS occurs when it is used as the foundation for monitoring and supporting the literacy work of each school in the district and building collaboration among birth-three programs, pre-kindergarten and K-12 programs with thoughtful attention to sustaining literacy instruction through these key transition points.

At the state level, the Kentucky Department of Education provides resources, tools, information, modules, samples, and support to districts and schools in each area of Literacy PERKS. The state plan, then, is organized by the following areas:



The document, *Kentucky Literacy Birth-Grade 12: The Commonwealth's Plan*, outlines specific actions Kentucky's Department of Education (KDE), working with the Kentucky Literacy Team, will undertake within each Literacy PERKS category, along with specific ways it will produce evidence that it is supporting districts in the ways listed. Finally, for each category, implementation indicators communicate results which will be evident if Kentucky is effective in implementing its plan.

Literacy Team and Planning

A literacy leadership team needs to create and communicate a common vision in order to secure the collaboration and effort of the community. Increasing capacity for literacy in communities requires a balance between knowledge of what works and the ability to make data-based decisions at the local level. At the state level, capacity-building is supported by providing models, resources, planning and learning tools, professional development and partnerships through grants.

KDE's strategic plan for literacy is a component of an agency wide planning process and provides a foundation for building literacy capacity both within the Kentucky Department of Education and within and among communities statewide. The plan is monitored monthly for implementation and includes milestones such as:

- Develop and disseminate resources to support literacy planning in schools
- Develop an interactive mechanism for delivering literacy planning resources
- Develop resources for effective literacy instruction for district leaders in order to close achievement gaps
- Develop and train districts on effective literacy intervention models
- Develop a plan to ensure literacy is part of all KDE work
- Leverage grants and initiatives for high impact
- Develop and disseminate writing policy and plan resources
- Develop and support implementation of Program Review Tool

Kentucky's State Literacy Team has identified the following indicators for measuring successful implementation of the literacy strategic plan:

- ▶ Districts are supported in collaborating with community partners to implement a comprehensive and integrated approach to learning
- ▶ Districts recognize extended learning opportunities (learning that occurs outside of the regular instructional day) as a critical component of literacy and education for all students.
- ▶ Districts use the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students.
- ▶ State literacy plan is monitored and revised as appropriate and necessary
- ▶ Schoolwide literacy is an integral part of school, district and state plans
- ▶ Literacy PERKS is utilized in all levels of planning (school, district, state)
- ▶ Examples of successful school literacy teams and plans are reviewed and provided

By systematically reviewing and monitoring its literacy programming, the Kentucky Department of Education ensures that opportunities for capacity-building are current and sustainable. Specific deliverables under the current plan include writing policy and plan resources, interactive modules collaboratively designed with Kentucky Educational Television, Program Review Tools, workshops for Title 3 and ELL coordinators, development of the Kentucky Cognitive Literacy Model, development of an English Transition Course, dissemination of resources through the Summer Reading Program Collaborative Program, and the development of the Literacy Design Collaborative Grant.

Literacy PERKS Elements and the Monitoring Process

The following self-evaluation system will help the Kentucky Department of Education assess the level of support to communities and districts:

A. Aligned Curriculum

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = **M** Implementation Assistance = **IA** Resource Provided = **RP**	Next Steps
▶ Schools and districts are embedding literacy learning in their comprehensive improvement planning process; implementation of the KY Core Academic Standards is appropriately aligned with a comprehensive and integrated approach to literacy instruction. ▶ Literacy materials are accessible to all through online resources, regional cooperatives and other KDE-sponsored grants and projects ▶ Literacy materials are updated and revised based on school needs and current research ▶ Resources address the needs of multiple audiences (teachers, councils, administrators, parents, childcare providers, college and career stakeholders)	▶ Leadership ensures the inclusion of appropriate literacy instruction across the curriculum ▶ Leadership ensures that literacy is linked in meaningful and appropriate ways to the overall work of instructional improvement (through professional learning communities, etc.) ▶ Literacy materials are updated and revised based on needs, latest research, etc. ▶ Resources address the needs of multiple audiences ▶ Literacy support materials are accessible to all ▶ Community-wide emphasis on literacy is evident ▶ Wide-ranging involvement in literacy leadership is evident			

B. Instruction and Intervention

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = **M** Implementation Assistance = **IA** Resource Provided = **RP**	Next Steps
▶ Districts support schools in implementing research-based literacy interventions for all students to meet their learning needs ▶ Districts are supported in using the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ▶ Online resources provide specific information on effective literacy instruction and intervention for meeting students' learning needs ▶ Virtual learning opportunities are accessible	▶ Leadership understands, supports and participates in professional development and monitoring of literacy instruction across the curriculum ▶ Leadership utilizes multiple data sources when organizing and planning for instruction (scheduling, designing interventions, selecting programs) and offering virtual learning opportunities ▶ Leadership ensures a balanced approach to assessment in instruction ▶ Leadership ensures that literacy approaches are connected and seamless through key transition points for learners ▶ Training and support are provided in the collection and analysis of data to inform instruction ▶ School, district and community partnerships collaborate on specific literacy objectives (mentoring programs, early care facilities, other community eduaction efforts with a literacy focus) ▶ School, district, and community partners participate in aligned, research-based professional development for developmentally appropriate practices and interventions ▶ Literacy PERKS is used to align curriculum; other resources used reflect evidence-based literacy instructional practices and balanced assessments			

C. Professional Learning

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = **M** Implementation Assistance = **IA** Resource Provided = **RP**	Next Steps
▶ Districts are supported in using the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ▶ Districts are supported in using highly effective professional development methods, including job-embedded, continuous and research-based approaches ▶ Virtual learning opportunities, (e.g., Kentucky Virtual Schools, PERKS online modules) are offered ▶ KY Literacy Link newsletter is available ▶ KY Literacy Guide is utilized in districts ▶ Guidance documents, including PERKS, are reviewed and utilized ▶ Information about literacy workshops, academies, conferences across the state (e.g., KCTE/LA, KWP, KRA) is provided ▶ Characteristics of Highly Effective Teaching and Learning (CHETL) resources are provided	▶ Leadership prioritizes continuous professional learning for the literacy team and B-grade 12 providers through allocation of resources, funds, and time ▶ Professional development includes early child care providers, early childhood community stakeholders, pre-service teachers, expanded learning opportunity network providers and college and career stakeholders when appropriate ▶ Professional development includes evidence-based approaches, is connected with school and district student achievement goals, and is supported through model lessons, coaching and data analysis. ▶ PERKS, CHETL, School and District Literacy planning guides, other state and national resources are used			

D. Literate Environment

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = **M** Implementation Assistance = **IA** Resource Provided = **RP**	Next Steps
▶ A vision for a community approach to literacy, from birth-grade 12, is described and supported through resources, tools and other forms of communication with districts ▶ Districts are supported in working with community partners to create a literate environment for all students, including young children who have not yet entered school ▶ Online professional resources are available, easily accessible and current ▶ Model schools and districts are identified and recognized for their plans	▶ Leadership forms collaborative working relationships with community stakeholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ▶ Leadership engages stakeholders to create a vision for a birth-grade 12 literate environment ▶ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ▶ Model schools or programs are identified and recognized for their plans and implementation			

E. Multiple Assessments

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = **M** Implementation Assistance = **IA** Resource Provided = **RP**	Next Steps
▶ Districts are supported in using a balanced approach to assessment to inform instructional decision-making on the district, school and classroom levels ▶ Districts are supported in thinking about new ways to collect data about early childhood programs and interventions ▶ Districts are supported in implementing evidence-based literacy interventions for all students to meet their learning needs ▶ Literacy data report tools from early childhood-grade 12 are accessible	▶ Leadership ensures that multiple data sources (qualitative and quantitative) are used in community, district and school literacy planning ▶ Leadership establishes expectations of a data-informed approach to instruction, and provides training, support and monitoring of implementation of such an approach ▶ Leadership ensures a balanced approach to literacy assessment and assists with appropriate transition planning based on those assessments ▶ Leadership emphasizes using a balanced approach to assessment to inform instructional decision-making ▶ Literacy data report tools from early childhood-grade 12 are accessible ▶ Evidence-based literacy interventions for all learners meet individual learning needs			

F. Partnerships

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = **M** Implementation Assistance = **IA** Resource Provided = **RP**	Next Steps
▶ Collaborative partnerships result in a strong system of support for literacy planning, implementation and monitoring (information, training, resources, etc. are collaboratively designed and delivered) ▶ Literacy plan components are aligned with other KDE programs (e.g., A5 & A6 programs, Extended School Services, Title 1) to ensure implementation across the agency ▶ Evidence is collected and documented indicating that district and community level collaboration on literacy plans and programs offers consistent, rich and sustained literacy experiences and learning for all children	▶ Leadership forms collaborative working relationships with community stakeholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus ▶ Leadership engages stakeholders in vision work for a birth-grade 12 literate environment ▶ Leadership ensures that diversity is valued in community-school partnerships and that cultural awareness and competence are at the center of materials, resources and activities related to the work ▶ Professional learning includes all stakeholder groups and is aligned according to Literacy PERKS ▶ Literacy plan components are aligned with other programs ▶ District and community level collaboration on literacy plans and programs offers consistent, rich, and sustained literacy experiences and learning for all children and youth			

School
Planning Template

Literacy Planning Template

Literacy Lead- *Literacy Team Members-*

Introduction: Outlines the common definition and description of what is meant by literacy; the vision for literacy in the school and the literacy planning process used to develop the long-range plan.

Standard	**Strengths** Consider all strands of literacy (reading, writing, speaking & listening) and integration of technology and 21st century skills	**Weaknesses** Consider all strands of literacy (reading, writing, speaking & listening) and integration of technology and 21st century skills	**Plan of Action** Questions to consider: -To what do we contribute our strengths? -What practices or processes are ineffective that we will discontinue? -What new practices, strategies, or processes will we implement to address our needs?	**Responsible Person/Cost**	**Timeline**
1: Aligned Curriculum					
2: Multiple Assessments					

3: Instruction and Targeted Intervention					
4: Literate Environment					
5: School, Family and Community Involvement					
6: Professional Growth					

Literacy Plan Timeline:		
August	**September**	**October**
November	**December**	**January**
February	**March**	**April**
May	**June**	**July**