

Kentucky Literacy Framework

The Kentucky Literacy Framework is a planning tool designed to improve literacy outcomes in schools and districts across the Commonwealth. This reflective process helps to identify strengths and weaknesses and serves as a catalyst for conversations in your school and district to create effective literacy plans. Administrators, literacy leadership teams, and grade-level teams will benefit from collaborating and completing the framework. The Literacy Framework contains seven domains—each with critical components that inform practices, processes and the overall strength of services delivered to improve literacy outcomes for Kentucky students.

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| **Data and Assessment Goal:** Screening, diagnostic and progress-monitoring data are used to guide instruction.  |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following assessment components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1. A systematic literacy assessment plan is in place that includes a reliable and valid universal screener, literacy diagnostic assessment and literacy progress-monitoring assessment for all age groups K-12. |  |  |
| 2. Teachers participate in professional learning to effectively use universal screeners, literacy diagnostic assessments and literacy progress-monitoring assessments. This will ensure data is reliable and valid and results are interpreted accurately for designing instruction and interventions as well as monitoring the progress of students. |  |  |
|  3. Procedures for using assessments are clearly specified, including the recommended age group and time requirements provided by the publisher. |  |  |
| 4. A schoolwide literacy assessment calendar is shared with staff and includes testing dates.  |  |  |
| 5. A universal screener is administered to kindergarten students within the first 45 days of the school year and the first 30 days of the school year for all other grade-levels to identify students reading above and below grade level. Typically universal screeners are given three times per school year. |  |  |
| 6. When a universal screener indicates a student is performing below benchmark a reliable and valid reading diagnostic assessment is given to determine a student’s specific strengths and needs in reading. Typically a reading diagnostic assessment is given at least three times per school year. |  |  |
| 7. Students identified as needing targeted literacy intervention will receive a multi-tiered system of supports, which includes a plan, student goal and literacy instruction using reliable and valid intervention resources and materials. Per KRS 158.305, based on the data from the valid and reliable universal screener and diagnostic, a reading improvement plan shall be developed and implemented by a reading improvement team for any student in K-3 identified as needingaccelerated interventions to progress toward proficient performance in reading. (Extends to grade 4 in 2024-2025) |  |  |
| 8. Students in reading intervention should be progress-monitored to assess responsiveness to the validated intervention platform. The frequency of progress monitoring should be matched to the intensity of the instruction.Tier 2-progress monitor at least monthlyTier 3-progress-monitor at least weekly |  |  |
| 9. Students reading above expected goals are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency.  |  |  |
| **Average Rating:** |  |  |

Areas of Strength:

Areas to Improve:

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| **Literacy Instruction Goal:** Every student receives high-quality, evidence-based Tier 1 core literacy instruction.  |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1. Ninety minutes of evidence-based literacy instruction occurs daily in all grades (K–5). Sixty to ninety minutes of evidence-based literacy instruction occurs daily in all grades (6-12). |  |  |
| 2. Daily literacy instruction is aligned to the *KAS for Reading and Writing.* |  |  |
| 3. Literacy instruction includes both knowledge and skill-based procedures either as designed in the high-quality instructional resource or adjusted and incorporated by the teacher.  |  |  |
| 4. Core literacy instruction for grades K-3 includes the systematic and explicit delivery of an evidence-based scope and sequence in all of the five components of literacy: *phonics, phonemic awareness, fluency, vocabulary and comprehension*.Advanced decoding and morphology should be incorporated into literacy instruction for grades 4-12 in addition to fluency, vocabulary and comprehension.  |  |  |
| 5. Daily lesson objectives aligned to the *KAS for Reading and Writing* are stated, communicating the focus and expectation for the lesson. |  |  |
| 6. Whole-group and small-group delivery differentiate literacy instruction based on the needs of students.  |  |  |
| 7. Literacy instruction is representative of the population of students and their needs and is evidence based.  |  |  |
| 8. High-quality instructional resources for literacy are available for the varied learning levels of students and teachers have access to high quality professional learning around the use of the instructional resource.  |  |  |
| 9. Conversations regarding literacy instruction after each benchmark assessment are common between the teacher, coach, principal, and/or interventionists. |  |  |
| 10. Technology aligned with the literacy instructional focus of the curricula is used to support or accelerate student learning.  |  |  |
| **Average Rating**: |  |  |

Areas of Strength:

Areas to Improve:

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| **Literacy Intervention Instruction Goal:** Instruction beyond the core program is provided to meet specific needs of students and to accelerate grade-level proficiency. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following assessment components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1. A multi-tiered system of supports is in place to consider literacy instructional needs of students performing below grade level. |  |  |
| 2. High-quality literacy intervention resources are available for varied learning levels of students. Literacy resources are appropriate, purposeful and targeted toward need.  |  |  |
| 3. Instructional staff have had high-quality professional learning to implement the literacy intervention and literacy instructional resources with fidelity. |  |  |
| 4. All students who are below benchmark receive literacy interventions using instructional intervals recommended by the high-quality intervention resource selected. (Time is adjusted based on need.) |  |  |
| 5. Students who are above grade level receive extended literacy learning opportunities for acceleration as needed.  |  |  |
| 6. To ensure mastery, literacy interventions are taught with intensity and instruction is focused on skills/concepts. Tier 2 intervention resources are aligned and are an extension of Tier 1 resources.   |  |  |
| 7. Literacy intervention instruction is delivered in small-group format. Group size adjusts based on student need.  |  |  |
| 8. Progress-monitoring data informs instructional decisions. Instruction adjusts to reflect the latest data.  |  |  |
| **Average Rating:** |  |  |

Areas of Strength:

Areas to Improve:

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| **Data-Based Decision-Making Goal:** Data is regularly employed to improve schoolwide literacy achievement, and discussions regarding literacy data are standard practice among all stakeholders. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1. The school/district dedicates appropriate time for teacher, school and/or district teams to work together as part of its regular schedule to discuss literacy data. |  |  |
| 2. A clear, understandable data protocol is consistently used to inform literacy instruction, and changes/adjustments are made when data demonstrate that changes are necessary at the student, classroom and/or school level.  |  |  |
| 3. A systematic literacy data collection plan is in place and technology support is available so that educators can readily access the literacy data. |  |  |
| 4. Literacy Teams create end-of-year literacy achievement goals and monitor progress toward these goals throughout the year.  |  |  |
| 5. Literacy and/or Reading Improvement Teams determine specific instructional strategies based on data analysis and take action steps to implement these strategies. |  |  |
| 6. Administrators regularly attend literacy data meetings and participate while in attendance. |  |  |
| 7. Administrators know the literacy achievement levels for each grade and use necessary supports, teacher evaluation and professional development to ensure increased achievement at each level.  |  |  |
| 8. Literacy Teams show a sense of urgency for improving student literacy achievement and place value on data and team discussions as a means toward that goal. |  |  |
| 9. Conversations regarding literacy instruction after each benchmark assessment are common between the teacher, coach, principal and/or interventionists. |  |  |
| 10. Technology aligned with the literacy instructional focus of the curricula is used to support or accelerate student learning.  |  |  |
| **Average Rating**: |  |  |

Areas of Strength:

Areas to Improve:

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| **Literacy Leadership Team Goal:** The school literacy leadership team—made up of teachers and administrators at various grade levels—will lead efforts to embed essential components of reading instruction into all school structures and in developing and updating professional learning related to literacy assessment and instruction.  |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1. Per SB 9, each school (K-3) has a Reading Improvement Team to develop and oversee the progress of a reading improvement plan. The team includes a parent or guardian of a student that is the subject of the reading improvement plan, one regular education teacher, a representative of the local education agency who is knowledgeable about the reading curriculum and availability of the evidence-based literacy resources of the agency; and a specialized certified school employee for students receiving language instruction or special education services. (Extends to grade 4 in 2024-2025).Each school (4-12) has a Literacy Leadership Team focused on literacy instruction and intervention and establishes goals that are specific, attainable and results oriented.The team includes administrators, teachers, interventionists and special educators. |  |  |
| 2. The Literacy Team creates a literacy plan and meets at least 3 times a year to review progress and update the literacy plan when needed. The literacy plan includes literacy curriculum/resources and professional learning plans focused on literacy. |  |  |
| 3. Literacy Team meetings are focused on literacy instruction and establish goals that are specific, attainable and results oriented. Meetings are proactive and concentrate on student data. |  |  |
| 4. Literacy Team dialogue and exchange develop new understandings about literacy instruction in the school environment.  |  |  |
| 5. Progress-monitoring results, both schoolwide and at grade level, are reviewed at least 3–4 times a year.  |  |  |
| 6. The Literacy Team regularly reviews data to determine whether particular subgroups of students are making expected progress and to take appropriate action as needed.  |  |  |
| 7. Literacy Team members make student literacy a priority and complete tasks effectively and on schedule.  |  |  |
| 8. Literacy Team members follow effective meeting practices and communicate clearly with one another and other affected educators. |  |  |
| 9. Literacy Team members review the school/district’s fiscal resources to ensure that supports for literacy improvement are targeted and aligned with school/district goals. |  |  |
| **Average Rating**: |  |  |

Areas of Strength:

Areas to Improve:

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| **Literacy Professional Learning Goal:** Professional learning employs evidence-based practices in the skills and knowledge needed to improve instructional practices schoolwide. |

| **Component** | **Reflection Score** | **Evidence** |
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| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1. Professional learning decisions are evidence and data-based and are made through a collaborative, representative process with the district/ school literacy team.  |  |  |
| 2.District/school leaders regularly observe and encourage teachers, providing specific feedback about their literacy instruction.  |  |  |
| 3. Teachers receive ongoing, job embedded, grade-specific high-quality professional learning on high-quality instructional resources used for all three tiers of literacy instruction.  |  |  |
| 4. The staff knows and understands the purpose behind the research used in literacy instructional decision-making.  |  |  |
| 5. Multiple sources of student data are used when planning and implementing high-quality professional learning in order to establish trends. |  |  |
| 6. Classroom practices are adjusted based on research and best practices with an understanding of the contexts in which these evidence-based instructional practices have been successful. |  |  |
| 7.High quality professional learning is aligned to the goals outlined in the district/school’s literacy plan.  |  |  |
| 8.Structures are in place for providing ongoing, job-embedded professional learning for new staff members.  |  |  |
| 9. District/school provides systems of support to sustain the implementation of evidence-based instructional practices in literacy i.e, coaching, professional learning communities, common planning. |  |  |
| **Average Rating**: |  |  |

Areas of Strength:

Areas to Improve:

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| **Community and Family Involvement Goal:** Both community and family are involved and actively contributing to the social, emotional, physical, academic and occupational growth of students. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place 1 = partially in place2 = fully in place | Document evidence supporting your reflection score. |
| 1.School literacy goals are clearly communicated to parents and other key stakeholders in the community.  |  |  |
| 2. Parents and community members partner with the school/district in ways that are culturally and linguistically responsive and are welcomed as partners in maximizing student literacy learning. |  |  |
| 3. Per SB 9, parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.  |  |  |
| 4. Local resources that support literacy activities are recognized and encouraged.  |  |  |
| **Average Rating**: |  |  |

Areas of Strength:

Areas to Improve:

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| **Summary of Scores** |

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| **Domain** | **Total Earned/Total Possible** | **Percent of Implementation** |
| Data and Assessment |  /18 |  |
| Literacy Instruction |  /20 |  |
| Literacy Intervention Instruction |  /16 |  |
| Data-Based Decision Making |  /20 |  |
| Literacy Leadership Team |  /18 |  |
| Literacy Professional Learning |  /18 |  |
| Community and Family Involvement |  /8 |  |