

**Webster County KyCL District Comprehensive Literacy Plan**  
**Based on Literacy Needs Assessment (PERKS)**

## Literacy Team & Literacy Plan

The district will

1. continue to utilize our established District Literacy Leadership Team (DLLT), 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, provide knowledge and use of literacy strategies, and support structures and policies to provide a clear picture of what currently exists and to support what is needed to improve literacy for all learners.
5. sustaining 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. 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
- Minutes and other records of literacy team meetings
- Progress monitoring documents
- Community data sources

**Implementation Indicators**

1. 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
2. Administrative leadership engages in literacy learning and ensures that all stakeholders participate in ongoing communication about the work
3. Schoolwide literacy planning and student success are monitored and communicated
4. Literacy PERKS resource is utilized and results are reviewed and updated regularly
5. Examples of successful school literacy teams and plans are offered for review and contacts provided
6. Collaboration among stakeholders ensures a comprehensive and integrated approach to literacy
7. 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

**Aligned Curriculum**

The district will continue to:

1. implement a Kentucky Academic Standards (KAS) driven curriculum.

- Our teachers will continue to meet annually to review/revise curriculum bundles to ensure all standards are intentionally taught at all grades (birth-grade 12). The curriculum will be aligned both vertically and horizontally within the schools and vertically in the district.
- The curriculum bundles will be cohesively organized across all grade levels and subject areas to give students multiple opportunities to practice the rigor of KAS.
- Because all students will be practicing the same standards quarterly, teachers and schools will have the opportunity for scoring calibration, collegial instructional support, and data-driven inquiry.

2. allows for continuous progress of all students.

- Our teachers will routinely analyze data to align instruction to meet the individual needs of students through interventions and/or enrichment.
- A student learning style inventory will be administered at the beginning of each year to give insight into students' interests.
- The curriculum will be differentiated to take into account student interests, cultural background, and cognitive level.

3. provide interactions around a variety of texts.

- The Alpha Academies and preschools will integrate a variety of texts through daily read alouds and exploration centers.
- Cooperative learning strategies such as rotating role reading, Kylee Beers Notice and Note, and close reading strategies will be utilized to encourage deeper levels of meaning with texts.
- Teachers will be encouraged to implement interactive strategies to ignite student's interaction with the text (book tasting, literature circles, author studies, student choice of texts, book clubs).
- Digital modes of acquiring texts will be made available to

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- Progress monitoring documents

students.

- Ensure all teachers have access to a variety of literary genres and support materials.

4. blends five literacy strands.

- The Alpha Academies (birth to age 5) will implement the Creative Curriculum to begin the immersion of the five literacy strands.
- Artful Reading will begin in preschool and continue through grade 6.
- The five strands of literacy will be integrated into all content areas rather than taught in isolation.
- Instructional Coaches will collaborate with PreK-12 teachers to intentionally plan model units and/or lessons that foster thinking through students' use of reading, writing, speaking and listening skills in the service of all learning.
- The School Leadership Team will support birth-preK collaboration, planning, training and service delivery as well as middle/high school and college/career collaboration, planning and training.
- The School Leadership Team will ensure families, childcare professionals, college and career professionals, and directors of extended learning opportunities are included in curriculum discussions.

5. develop students' abilities to identify and apply a variety of appropriate reading strategies.

- Teachers will participate in job-embedded professional learning around best practices in reading strategies.
- Teachers will provide students with the resources and tools to utilize when engaging with a variety of texts.
- Teachers will teach students to determine which resource is appropriate for a particular text.

6. focus on school-wide reading and writing strategies.

- Teachers will continue to implement the reading strategies learned through the professional learning provided by the Striving Readers grant (i.e. Stop, Think, Paraphrase; Five

Finger Retell; Close Reading Strategies, Notice and Note)

- Teachers will continue to teach the Abell and Atherton standards aligned writing method. The 1.4 model of paragraph writing will be introduced in grades K-1. We will progress to the 2.6 paragraph model in grades 2-3. Eventually by grade 4, students will write a fully developed paragraph using the 3.8 paragraph model.
- Elementary schools will implement the R.A.C.E. (Restate, Answer, Cite Evidence, Explain) strategy for answering a constructed response.
- Elementary schools will implement the R.A.P. (Restate, Answer, Prove) strategy for answering a short answer.
- The middle/high school will implement the R.A.C.E.R (Restate, Answer, Cite Evidence, Explain, Re-read) strategy for answering a constructed response.

7. guide students' use of available and emergent technology.

- Our district is 1:1 technology; therefore, teachers will continue to utilize available technological applications to enhance classroom instruction (i.e. Lexia, Razz Kids, Teach My Monster to Read, Achieve 3000, Actively Learn).
- The district technology coach will support teachers in the implementation of technological instruction.

8. include reading that is reflective of the three modes of writing.

- Instructional Coaches will collaborate and plan with teachers to ensure that a variety of texts, such as narrative, informational, and argumentative are included in instruction at each grade level.
- Teachers will use a variety of texts to provide proficient examples from which students can model their own writing.
- Teachers will implement the LDC tasks to include students' use of the reading and writing process and application of these processes for effective reading and writing development over time and in various situations.
- Informal and formal assessments will be used to provide specific feedback for growth and improvement.

9. collaborate between language arts and content area teachers.

	<ul style="list-style-type: none"> <li>● All schools will schedule weekly Professional Learning Communities (PLC) meetings.</li> <li>● Continue training teachers in K-12 across content areas in Literacy Design Collaborative (LDC).</li> <li>● Continue both district-wide grade level and content area monthly PLC meetings.</li> </ul> <p>10. allow opportunities to extend the curriculum through inquiry-based projects</p> <ul style="list-style-type: none"> <li>● Webster County Early Childhood Council will continue to work collaboratively with the schools to provide birth-2 events in the community for families to teach them about school readiness and develop emergent literacy skills..</li> <li>● Teachers are encouraged to provide opportunities for students to participate in high interest, inquiry-based tasks that extend the curriculum and allow for choice.</li> <li>● The district will showcase evidence of personalized learning projects K-12 with the Board of Education as well as the community.</li> <li>● All schools host literacy connected Science, Technology, Engineering, Mathematics (STEM)/Science, Technology, Engineering, Arts, Mathematics (STEAM) events.</li> </ul>	
<b>Implementation Indicators</b>	<ol style="list-style-type: none"> <li>1. Leadership ensures the inclusion of appropriate literacy instruction across the curriculum</li> <li>2. Leadership ensures that literacy is linked in meaningful and appropriate ways to the overall work of instructional improvement (through professional learning communities, etc.)</li> <li>3. Literacy materials are updated and revised based on needs, latest research, etc.</li> <li>4. Resources address the needs of multiple audiences</li> <li>5. Literacy support materials are accessible to all</li> <li>6. Community-wide emphasis on literacy is evident</li> <li>7. Wide-ranging involvement in literacy leadership is evident</li> </ol>	

**Instruction & Intervention**

The district will ensure that teachers:

1. are familiar with and use KAS to guide curriculum and focus instruction around inquiry on essential questions.
  - Our teachers will meet annually to review/revise curriculum bundles to ensure all standards are intentionally taught at all grades birth through grade 12. The curriculum will be aligned both vertically and horizontally within the schools and vertically in the district.
2. design unit plans that are intentional, rigorous, and provide meaningful instruction in reading, writing, speaking, and listening across content areas that promote critical thinking.
  - The backward design method of planning will be utilized in all unit planning.
  - Instructional Coaches will collaborate with PreK-12 teachers during weekly PLCs to design unit lesson plans.
  - Teachers will use TNTP Assignment Protocol to ensure assignments are aligned to standards, include complex texts, are engaging and are relevant for student learning.
  - Artful Reading will begin in preschool and continue through grade 6.
  - Teachers will implement the LDC tasks into Tier 1 instruction grades 3-12.
  - Teachers will use structures (Kagan) for development of speaking and listening through cooperative learning.
3. collaborate across grade levels to focus on targeted literacy strategies.
  - The district will schedule opportunities for all teachers to collaborate across schools and grade levels.
  - Substitutes will be utilized at least once a semester to allow teachers to participate in professional learning. This will include core teachers in grades PreK-6th as well as specials teachers, special education teachers and instructional assistants.
4. allow for continuous progress for all students and meet the

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- Minutes and other records of literacy team meetings
- Progress monitoring documents RTI/KSI Plan



students' individual needs through differentiated instruction.

- All schools will adhere to the Response to Intervention (RtI) Handbook and Plans.
  - Elementary teachers will regularly assess students' reading level and adjust instruction/groups accordingly.
  - Teachers will routinely use formative assessments to monitor student performance, provide timely feedback, and adjust instruction accordingly.
5. provide targeted intervention when necessary.
    - Teachers will administer learning checks throughout lessons and provide appropriate real-time interventions.
    - All schools will include a scheduled intervention block in the master schedule (i.e. Reading Interventions for Students to Excel (R.I.S.E), What I Need (W.I.N)).
  6. provide opportunities for students to use a variety of technology tools to extend their learning.
    - Our district is 1:1 technology; therefore, teachers will continue to utilize available technological applications to enhance classroom instruction (i.e. Lexia, Razz Kids, Teach My Monster to Read, Achieve 3000, Actively Learn).
  7. provide opportunities for students to engage as active partners in the learning process (i.e. individually, small group).
    - Teachers will regularly implement cooperative learning strategies (i.e. Kagan).
    - Teachers will provide opportunities for student choice.
  8. support students' use of resources and strategies to access information and communicate for authentic purposes.
    - Teachers are encouraged to provide opportunities for students to participate in high interest, inquiry-based tasks that extend the curriculum and allow for choice.
  9. have classrooms adequately equipped for literacy instruction.
    - All schools will continue to update their school and classroom libraries with current and high interest books.
    - Teachers will continue to utilize literacy resources purchased

	through the Striving Readers grant.	
<b>Implementation Indicators</b>	<ol style="list-style-type: none"> <li>1. Leadership understands, supports, and participates in professional learning and monitoring of literacy instruction across the curriculum Birth-Grade 12</li> <li>2. Leadership utilizes multiple data sources when organizing and planning for instruction (scheduling, designing interventions, selecting programs) and offering virtual learning opportunities</li> <li>3. Leadership ensures a balanced approach to assessment in instruction</li> <li>4. Leadership ensures that literacy approaches are connected and seamless through key transition points for learners</li> <li>5. Training and support are provided in the collection and analysis of data to inform instruction</li> <li>6. School, district and community partnerships collaborate on specific literacy objectives (mentoring programs, early care facilities, other community education efforts with a literacy focus, etc.)</li> <li>7. School, district and community partners participate in aligned, research-based professional development for developmentally appropriate practices and interventions</li> <li>8. Literacy PERKS is used by Birth-Grade 12 to align curriculum; other resources used reflect evidence-based literacy instructional practices and balanced assessments.</li> </ol>	

**Professional Learning**

The district will:

1. provide adequate time and financial resources to support professional learning experiences.

- The district will follow the continuation model:

	Minimum Number of Required PL hours for 100% of teachers	Minimum Number of Required PL hours with PL Provider 100% of teachers
Year 1	30hrs	18hrs
Year 2	30hrs	418hrs
Year 3	24hrs	15hrs

- Teachers will participate in GRREC Literacy Academies
- At the beginning of each school year, all staff will participate in a professional learning institute (Instructional Strategies Institute).
- The master schedule will include nine embedded professional learning days.
- Teachers will be paid a stipend to participate in professional learning outside the contract day.
- The Resource Efficiency Team will meet every other month to provide oversight on the district budget, resources and spending.

2. facilitate and organize a wide range of intentional and differentiated professional development experiences that address Professional Growth Plans and result in improved literacy instruction.

- Each school will annually administer a professional learning needs assessment with teachers.
- Each school literacy team will continue to solicit

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, the Ky. Framework for Teaching, and Characteristics of Highly Effective Teaching and Learning (CHETL)
- Comprehensive School Improvement Plan (CSIP) aligned with Literacy PERKS, the Ky. Framework for Teaching, and Characteristics of Highly Effective Teaching and Learning (CHETL)
- Professional Learning Plans
- Minutes and other records of literacy team meetings
- Budget allocations which include literacy plans and personnel, substitutes

professional learning needs from teachers and communicate those needs to the District Literacy Leadership Team. The district will consider the needs when planning professional learning events.

- The district will continue to build capacity within our teachers by allowing them to share their expertise and provide professional learning to their peers.
  - The Instructional Coaches will provide job-embedded professional learning specific to individual needs.
3. demonstrate instructional leadership by administrator participation in and supporting literacy professional learning.
    - All administrators will participate in professional learning alongside staff (i.e. Instructional Strategies Institute, GRREC Literacy Academy, Artful Reading, Lexia).
    - Principals will participate in weekly PLCs.
    - District administrators will visit school level PLCs.
  4. allow teachers to use professional literature, memberships in professional organizations, media and technology resources to access further knowledge.
    - Administrators will regularly share trending literature on literacy with staff.
    - Administrators will be encouraged to participate in book studies.
    - Teachers will be encouraged to actively participate in professional organizations (i.e. Kentucky Reading Association, Kentucky Council of Teachers of English, Kentucky Library Association).
    - The technology will provide instructional technology support at each school.
  5. provide teachers with collaborative time for grade level and/or content area follow up conversations about professional learning experiences and to analyze students' standards-based performance.
    - Professional learning debrief sessions will occur after each professional learning event.
    - Principals and es will follow-up professional learning

	<p>events with teachers during PLCs.</p> <ul style="list-style-type: none"> <li>• Principals are encouraged to schedule common planning times for grade-level teams.</li> </ul> <p>6. include an evaluation component that reflects the KDE Professional Learning Standards and encourages reflection to determine accountability and effectiveness of the implementation of literacy practices.</p> <ul style="list-style-type: none"> <li>• Following each professional learning event, staff will provide feedback on the effectiveness of the training. The feedback will be used to guide further professional learning.</li> </ul> <p>7. ensure the Literacy Team Leader reports to an administrator and the SBDM council on effectiveness of professional learning as it meets students' needs.</p> <ul style="list-style-type: none"> <li>• The School Leadership Literacy Team will report to the District Leadership Literacy Team during quarterly meetings.</li> </ul>	
<p><b>Implementation Indicators</b></p>	<ol style="list-style-type: none"> <li>1. Leadership prioritizes continuous professional learning for the literacy team and Birth-Grade 12 providers through allocation of resources, funds and time</li> <li>2. Professional learning includes early child care providers, early childhood community shareholders, pre-service teachers, expanded learning opportunity network providers and college and career shareholders where appropriate</li> <li>3. Professional learning includes a research knowledge-base, is connected with school and district student achievement goals, and is supported through model lessons, coaching and data analysis</li> <li>4. PERKS, CHETL, Ky. Framework for Teaching, School and District literacy planning guides, other state and national resources are used</li> </ol>	

**Literate Environment**

The district will expect:

1. all teachers will value reading and writing as tools to help students understand the content.
  - Teachers will continue to utilize literacy as the foundation for science phenomena with the Perfect Pairs resources purchased with Striving Readers funds.
  - Teachers will continue to utilize LDC in all content areas.
2. all teachers demonstrate how their work supports the schoolwide program.
  - Student work samples will be shared during PLCs and district grade level meetings.
  - Teachers will share their learning and success stories during faculty meetings and/or PLCs.
3. all stakeholders take responsibility for improving the literacy performance of students.
  - District administrators will conduct instructional rounds and provide feedback at least twice a year.
  - Principals and Instructional Coaches will regularly visit classrooms and provide feedback and support.
  - es will be active in the planning process as well as co-teaching as appropriate.
4. classroom environments to be inviting and visually stimulating.
  - Private daycares and preschools will be given literacy specific materials.
  - Alpha Academies and preschools will continue to provide books and literacy manipulatives that are easily accessible for exploration.
  - All preschool and child care centers will follow Early Childhood Environmental Rating Scale (ECERS) rating expectations for appropriate age level development.
  - Teachers will continue to update their classroom library and ensure it is accessible to students.
5. informal conversations about literacy experiences occur regularly between adults and students and students and students.
  - Teachers will model appropriate ways to discuss 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

- through role play.
  - Teachers will embed informal opportunities for literacy conversations between students.
  - Teachers will routinely offer real time feedback.
6. the Library Media Center to be the center of literacy efforts, reflecting literacy as a priority in the school through various activities.
- Library Media Teachers will be active members of the School Literacy Team.
  - Library Media Teachers will participate in professional learning alongside classroom teachers.
  - School libraries will continue to update their book inventory.
  - Library Media Teachers will showcase library resources (i.e. books by author, seasonal books, current event magazines/articles).
  - School Library Media Teachers will collaborate with classroom teachers to enrich their units of study with additional resources.
  - Artful Reading will be utilized in PreK-6th grade library classes.
  - Additional copies of books that are used in instructional curriculum are available for student check out in the library
7. the school to provide parents with training on reading aloud to their children and lists of age-appropriate books to read aloud with their children.
- All Webster County newborns will continue to receive literacy baskets which contain information about the importance of a literate environment, books, and information about signing up for Imagination Library.
  - Family Resource Coordinators will continue to partner with community partners to provide literacy information and training to parents of birth to age 5 children.
  - Elementary schools will continue to host family literacy nights to model literacy strategies for parents and provide activities for parents and students to do together.

	<ul style="list-style-type: none"> <li>● All teachers will supply parents/students with a list of age appropriate books.</li> </ul> <ol style="list-style-type: none"> <li>8. students to have access to appropriate, engaging, and accessible texts. <ul style="list-style-type: none"> <li>● School and classroom libraries will be regularly updated.</li> </ul> </li> <li>9. students hear fluent adults model reading, thinking, and writing. <ul style="list-style-type: none"> <li>● Teachers are encouraged to read aloud to students daily.</li> <li>● Schools will solicit community guest readers.</li> <li>● Schools may choose to implement the “One Book, One School” initiative.</li> <li>● Library Media Teachers and/or classroom teachers are encouraged to post read alouds on social media (i.e. classroom Facebook pages, YouTube)</li> </ul> </li> <li>10. students see adults reading and writing for various purposes. <ul style="list-style-type: none"> <li>● Teachers will model for students as a routine instructional practice.</li> </ul> </li> <li>11. student work to be displayed prominently along with rubrics. <ul style="list-style-type: none"> <li>● Teachers will regularly display student work.</li> </ul> </li> </ol>	
<b>Implementation Indicators</b>	<ol style="list-style-type: none"> <li>1. Leadership forms collaborative working relationships with community shareholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus</li> <li>2. Leadership engages shareholders to create a vision for a birth-grade 12 literate environment</li> <li>3. 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</li> <li>4. Model schools or programs are identified and recognized for their plans and implementation</li> </ol>	



**Multiple Assessments**

The district will

1. ensure assessments are aligned to Kentucky Academic Standards, College Readiness Standards, and Performance Level Descriptions.
  - Educational Software for Guiding Instruction (ESGI) will be used to assess readiness skills.
  - Brigance will be given to all preschool-K students.
  - MAP will be administered 2-8 in the fall, winter and spring.
  - MAP Reading Fluency K-2
  - Elementary schools will use Next Steps Guided Reading to assess students' reading level.
  - Middle school specific assessments will be Comprehensive Assessment of Reading Strategies/Strategies to Achieve Reading Success (CARS/STARS) and Achieve 3000.
  - High school specific assessments will be Pre-AP College Board Learning Checks with constructed response questions, KY On-Demand Writing Assessments, EnCase Benchmarks (3x/year) and College Equipped Readiness Test (CERT) mock ACT exams.
  - All schools will administer common Learning Checks in the Mastery Connect Platform at the midpoint of each curriculum bundle.
  - All school will administer common CASE Benchmark 3 x per year with the final assessment being comprehensive.
  - Daily formative assessments will be utilized to guide instruction and inform instructional practices.
2. ensure the Literacy Team members have a systematic schedule of assessments and collection of data.
  - Teachers will utilize the Scholastic Guided Reading assessments to assess each student for their indicated guided reading level at least 3 times per year.
  - A process for analyzing collected data will be incorporated into the PLC protocol at each school.
  - The Instructional Coaches will utilize planning sessions with teachers to collaboratively create assessments congruent to the depth of the literacy standards.

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 Website
  - Professional Learning Plans
  - Leadership meeting minutes
  - Board of Education meeting minutes
  - District policies
  - District and school schedules
  - Budget allocations which include literacy plans and personnel, substitutes
  - Plans for students with IEPs and 504 plans, EL students (use the following references to plans GSSP [Gifted Student Service Plan], PSP [Program Service Plan], IFSP [Individual Family Service Plan])
- Progress monitoring reports

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|  | <ol style="list-style-type: none"><li>3. ensure The School Leadership Team monitors that students are effectively learning the strategies they have been taught.<ul style="list-style-type: none"><li>● Teachers will create a document with student friendly targets for each standard. A designated space for reflection and goals will be on each standard template. These documents will be in the student's data notebooks and will serve as a source of current performance levels of each standard.</li><li>● School principals will regularly visit classrooms and provide feedback to teachers.</li><li>● The district administrators will conduct instructional rounds at least twice each year to provide feedback.</li></ul></li><li>4. ensure a variety of assessments are embedded within instruction and are designed to measure the effectiveness of instructional practices.<ul style="list-style-type: none"><li>● The Instructional Coaches will meet with each grade level team throughout the summer to chunk curriculum pacing guides into instructional units. Pre-post assessment for each instructional unit will be created.</li><li>● The Instructional Coaches will utilize planning sessions with teachers to collaboratively create assessments congruent to the depth of the literacy standards.</li></ul></li><li>5. ensure results of multiple assessments guide instructional decisions and selection of appropriate strategies.<ul style="list-style-type: none"><li>● PLC protocol and other planning sessions will incorporate the analysis of the congruence between the learning target to instruction and formative assessment.</li><li>● Teachers will administer learning checks throughout lessons and provide appropriate real-time interventions.</li></ul></li><li>6. ensure students have multiple opportunities in different modalities to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.<ul style="list-style-type: none"><li>● Teachers will utilize their toolbox equipped with a variety of learning checks to progress monitor students' abilities and understanding.</li><li>● The district Response to Intervention (RtI) plan includes a Universal Screener to determine students needing</li></ul></li></ol> |  |
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	<p>interventions.</p> <ul style="list-style-type: none"> <li>● The teachers will participate in professional learning around authentic assessment practices.</li> <li>● Teachers are encouraged to allow students' choice in demonstrating their understanding.</li> </ul> <p>7. require data to be collected and analyzed for screening and diagnosis of student achievement.</p> <ul style="list-style-type: none"> <li>● All schools will adhere to the Progress Monitoring Process Rtl Handbook and Plans).</li> <li>● Data from assessments such as Brigance, KPREP, Measure of Academic Progress (MAP), Achieve 3000, ACT, District Common Assessments (DCAs) will be collected and analyzed.</li> <li>● Classroom formative and summative assessment data will be collected and used to guide instruction.</li> </ul> <p>8. require results of assessments are made available to parents/guardians in a timely fashion.</p> <ul style="list-style-type: none"> <li>● Progress reports will be given to parents.</li> <li>● During weekly PLCs teachers will highlight students/parents that need contact.</li> <li>● Data sharing with families, community and SBDM (SBDM Minutes, Parent Conferences, Supt 2 Community, Board of Education (BOE) meetings).</li> </ul>	
<p><b>Implementation Indicators</b></p>	<ol style="list-style-type: none"> <li>1. Leadership ensures that multiple data sources (qualitative and quantitative) are used in community, district and school literacy planning</li> <li>2. Leadership establishes expectations of a data-informed approach to instruction, and provides training, support and monitoring of implementation of such an approach</li> <li>3. Leadership ensures a balanced approach to literacy assessment and assists with appropriate transition planning based on those assessments</li> <li>4. Leadership emphasizes using a balanced approach to assessment to inform instructional decision-making</li> <li>5. Literacy data report tools from Birth-Grade 12 are accessible</li> <li>6. Evidence-based literacy interventions for all learners meet individual learning needs</li> </ol>	

## Partnerships

The district will:

1. support the schools in establishing formal and informal literacy partnerships with families and the private and public sectors of the community to provide training that supports reading and writing.
  - All Webster County newborns will continue to receive literacy baskets which contain information about the importance of a literate environment, books, and information about signing up for Imagination Library.
  - The district will continue to host informal events to solicit the community support for literacy through public relations campaigns and donations for the purchase of new materials.
  - The district will continue to encourage schools to invite local private daycares/preschools to participate in family literacy nights.
  - The District Leadership Team will continue to accept feedback from the schools related to additional support needed to enhance literacy. The feedback will be used to plan further training and events.
2. support the schools in providing outreach/programs and making an effort to involve representatives from all of the school's demographic areas.
  - The district will continue to partner with the Webster County Early Childhood Council to offer family outreach literacy events.
  - The district will continue to solicit partnerships with area churches and businesses to provide tutoring services.
  - The district will continue Supt2Community events in an effort to reach out to community members for input and support.
3. bridge the gap between communities and schools with the support of Family Resource Centers.
  - Each school literacy team will include a Family Resource Coordinator.
  - Family Resource Coordinators will continue to partner with community partners to provide literacy information and training to parents of birth to age 5 children.

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 Learning Plans
- Training materials
- Communication documents such as web pages, brochures, pamphlets, emails and other materials
- District website
- Meeting minutes

- Family Resource Centers will continue to provide literacy pamphlets to parents.
  - Family Resource Centers will continue collaborating with the school teacher, the public library, and local community leaders to host a summer literacy camp at each school.
  - Family Resource Center will continue to partner with local community colleges, churches, and businesses to support Operation Preparation and College and Career Fairs at the middle and high school.
4. share a vision of student literacy success with all partners.
    - Continue to partner with the UK Extension Office, public library, community colleges, local daycares, Alpha Academies, Headstart and preschools to share our vision and build strong literacy foundations.
    - The district's vision of student literacy success will be shared with partners through Board of Education meetings, Supt2Community events, school literacy events, as well as on social media.
  5. solicit parent and community volunteers to be visible and have a key role in the literacy program.
    - Parent Teacher Associations/Organizations continue to have a key role in literacy programs through their support with planning and volunteering at school literacy events.
    - Parent and community volunteers are encouraged to join the Read to Succeed program that promotes literacy in all schools.
  6. encourage adults to read frequently with students.
    - Teachers are encouraged to read aloud to students daily.
    - Schools will continue to solicit community guest readers to read aloud to students.
    - Schools will continue to welcome volunteers to read with students individually or in small groups.
  7. assist the schools publicize activities/literacy events as well as makes information available about community literacy organizations through multiple mediums.

	<ul style="list-style-type: none"> <li>● The district will continue to publicize literacy activities and events through the following: <ul style="list-style-type: none"> <li>○ Web Pages/Facebook Pages</li> <li>○ Flyers posted at local businesses and churches for school activities and events</li> <li>○ Pamphlet about literacy standards to parents and community</li> </ul> </li> </ul>	
<b>Implementation Indicators</b>	<ol style="list-style-type: none"> <li>1. Leadership forms collaborative working relationships with community shareholders in early childhood through college and career readiness to align mentoring and education efforts with a literacy focus</li> <li>2. Leadership engages shareholders in vision work for a Birth-grade12 literate environment</li> <li>3. 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</li> <li>4. Professional learning includes all shareholder groups and is aligned to state and district planning documents</li> <li>5. Literacy plan components are aligned with other programs</li> <li>6. District and community level collaboration on literacy plans and programs offers consistent, rich and sustained literacy experiences and learning for all children and youth</li> </ol>	