LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood education programs and LEAs **applying for the Each Child Reads Grant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the application process for the Each Child Reads Grant. Use of this template is not required.

- Birth-Kindergarten Entry: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-1: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD EDUCATION PROGRAM/LEA:

IRN:

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE):

ADDRESS:

LEAD CONTACT:

CEO/SUPERINTENDENT:

DATE: [ENTER COMPLETION DATE HERE]

SUMMARY AND ACKNOWLEDGEMENTS

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.*

CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. If you are an early childhood education program, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood program(s) and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Leadership Team Membership

Name	Title/Role	Organization	Email

Section 1, Part B: Developing, Monitoring and communicating the Local Literacy plan

Describe how the leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood program or LEA engages in the Ohio Improvement Process (OIP) or another improvement model comparable to OIP, the program or LEA should describe the use of the process and team structures in this section.

Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.

- *This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.*

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

Describe why a local literacy plan is needed in your community.

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood education program or LEA **may include**, but are not limited to include:*

- *Infant Risk Factors;*

- *Ohio's Early Learning Assessment (or other comprehensive preschool assessment used by the program);*

- *Kindergarten Readiness Assessment;*

- *Ohio's State Tests in English language arts (grades 3-8);*

- *Ohio's State Tests in other content areas (grades 3-8);*

- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*

- *High School end-of-course tests;*

- *Ohio English Language Proficiency Assessment (English Learners);*

- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities; and*

- *Any other assessments, as applicable (curriculum-based measures).*

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Goal #___ Action Plan Map

Goal Statement: _____

Evidence-Based Practice: _____

	Action Step 1	**Action Step 2**	**Action Step 3**
Components			
1. Timeline			
2. Lead Person(s)			
3. Resources Needed			
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)			
5. Measure of Success			
6. Check-In/Review Date			

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

2. *Describe how the early childhood program or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood program or LEA is encouraged to use the professional development plan template on the department's website. This will help to ensure alignment between the local literacy plan and Comprehensive Literacy State Development subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.