

Local Literacy Plan: Birth - Grade 12

The Ohio Department of Education and Workforce requires all nonprofit early care and education programs and LEAs **applying for the Comprehensive Literacy State Development Subgrant** 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 Comprehensive Literacy State Development Subgrant.

- 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 policies for literacy instruction and Ohio’s Learning Standards in English Language Arts for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to Ohio’s policies for literacy instruction and Ohio’s Learning Standards for English Language Arts grades K-12.

DISTRICT/COMMUNITY SCHOOL/EARLY CHILDHOOD EDUCATION PROGRAM NAME:

IRN:

STEP UP TO QUALITY RATING (IF APPLICABLE):

ADDRESS:

PLAN COMPLETION DATE:

LEAD WRITERS:

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#) an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts, schools, and early childhood education programs to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Culturally Responsive Practice*

*“**Culturally Responsive Practice**” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Local Literacy Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

Section 1: Leadership Team Membership, Stakeholders, Development Process and Plan for Monitoring Implementation

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school and early childhood providers to include members from districts or schools. Team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Name	Title/Role	Location	Email

Name	Title/Role	Location	Email

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

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

Describe how the Local Literacy Plan is aligned to and supports the overall continuous improvement and equity efforts of the district, community school, or early care and education program. This can be done by describing how the entity's continuous improvement plan incorporates the components required of the local literacy plan. Entities 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: Needs Assessment

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

Insert **disaggregated** student performance data from sources that **may include**, but are not limited to:

- *Infant Risk Factors*
- *Ohio's Early Learning Assessment (or other comprehensive preschool assessment used by the program)*
- *The Kindergarten Readiness Assessment*
- *Ohio's State Test for English language arts assessment for grades 3-8*
- *K-3 Reading diagnostics (include subscores by grade level)*
- *Tier 1 Dyslexia screener*
- *The Ohio English Language Proficiency Assessment (OELPA)*
- *The Alternate Assessment for Students with Significant Cognitive Disabilities and*
- *Benchmark assessments, as applicable.*

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING

Insert internal and external factors believed to contribute to low reading achievement in the community served.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band that the Local Literacy Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade applicable band. The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Section 5: Action Plan Map(s) for Action Steps

Each action plan map describes how implementation of the Local Literacy Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # ___ Action Map

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component			
Timeline			
Lead Person(s)			
Resources Needed			
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)			
Measure of Success			
Description of Funding			
Check-in/Review Date			

Section 6: Process for Monitoring Progress and Implementation of the Plan’s Strategies

Describe the process for monitoring the progress and implementation of the plan’s strategies.

Section 7: Expectations and Supports for Learners and Schools

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. If applicable, include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the entity will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

- 1. Be effective*
- 2. Show progress*
- 3. Improve upon strategies utilized during the two prior consecutive school years.*

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Local Literacy Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the science of reading in the professional development plan.

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.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a science of reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

Appendices

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.