



When Policies Collide... Developing a Comprehensive Literacy Plan for Maximum Impact



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Best practices to support high numbers of students not reading at grade level start with developing a strong, district-wide literacy plan. The literacy plan should align district data with clear, specific goals and strategies to improve student literacy outcomes.

When writing their plans, districts should consider the best practices found in [Ohio's Plan to Raise Literacy Achievement](#) and other guidance, including the [Third Grade Reading Guarantee](#) webpage and [Ohio's Dyslexia Supports webpage](#).

Requirements Under Law

Ohio law requires *some* districts and community schools to develop:

- [Reading Improvement Plans](#)
- [Reading Achievement Plans](#)
- or both.



Who needs to develop each plan?

Reading Improvement Plan

- Districts and community schools where fewer than 80 percent of their students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Reading Achievement Plans

- Districts and community schools that received both of the following on the past two Ohio School Report Cards:
 - » A rating of one or two stars on the Early Literacy Measure;
 - » Fewer than 51 percent of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Required Elements for each plan

Reading Improvement Plans

- Local school boards determine the deadline, format, and approval criteria
- Districts may look to the guidance for [Reading Achievement Plans](#), Local Literacy Plans, and the [Striving Readers Local Literacy Plan](#) for guidance.

Reading Achievement Plans

- Development Process and Plan for Monitoring Implementation
- Alignment between Reading Achievement Plan and Overall Improvement Efforts
- Why a Reading Achievement Plan is Needed
- Student Performance Data
- Measurable Learner Performance Goals
- Action Plan Map(s) for Action Steps
- Professional Development Plan
- Submit to the Department by December 31.

When writing these plans, districts may be tempted to write them in isolation in order to “meet all of the requirements.” However, it is important to remember that the purpose of these plans is to address the reading deficits of the students in the district or community school and to outline the ways in which these plans fit together and align with other state literacy policy requirements. Districts should look at their literacy plans through a wide lens, focusing on the end goal: 100% of students reading at or above grade level.



Scenario

District Dazzle was recently told that they must write both a Reading Achievement Plan and a Reading Improvement Plan. Superintendent Sam notices that not enough students were “on-track” for grade level reading and that a large percentage of students not score proficient on the Ohio State Test for English language arts. She decides to focus on these data-points when beginning to think about these plans. Superintendent Sam is very nervous about following the laws related to these two required reading plans, so she pulls together two different teams to work on them. She thinks that assigning the plans to different groups will focus the groups’ work and ensure compliance. Both groups begin with the same data and start work. Superintendent Sam quickly realizes that the plans do not match and that neither plan mentions the required dyslexia or science of reading professional development that the teachers in her district have been working on. And, while both plans meet all the requirements and there are good elements in both plans (the Reading Achievement plan addresses students on RIMPs and the Reading Improvement Plan discusses the district’s plan for helping a teacher become certified in structured literacy instruction), neither plan is as strong as it needs to be to help students in her district. She decides to call the two groups back together.



What should Superintendent Sam do next? Choose the correct answer(s) below.

1. She should tell both groups to go back to work to improve their plans. The two groups would still work independently, but she would offer some feedback before they got back to work.
2. She should encourage the two groups to work together to draft a solid plan that addresses students on RIMPs and the structured literacy certification process. This will help ensure that the plans are aligned and cohesive!

If you chose answer 2, you are on the right track!

DO's & DON'Ts

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Crystal Clear

- 👍 **DO** Include the dyslexia and science of reading professional development in the professional development section.
- 👍 **DO** Discuss the dyslexia certification process in your professional development section.
- 👍 **DO** Discuss RIMP implementation in your action plan section.
- 👍 **DO** Include the dyslexia screener results in your data section.
- 👍 **DO** Include the reading diagnostic results in your data section.

- 👎 **DON'T** Write multiple plans.
- 👎 **DON'T** Forget that Ohio’s literacy policies work together to support students.
- 👎 **DON'T** Ignore student data when writing goals.
- 👎 **DON'T** Forget that professional development opportunities for educators should be sustained.
- 👎 **DON'T** Include strategies that use a 3-cueing approach.