

# Striving Readers Comprehensive Literacy Subgrant

## Local Literacy Plan

### GENERAL GUIDANCE

Ohio was awarded a \$35 million Striving Readers Comprehensive Literacy Grant from the U.S. Department of Education to build on ongoing work to improve the language and literacy development of our state's children.

Approximately 95 percent of the award will be distributed directly to local districts/programs, community schools and early childhood providers and eligible consortia to improve literacy outcomes for children from birth through grade 12. The three-year subgrant will focus on serving the greatest numbers of students living in poverty, students with disabilities, English learners and students identified as having a reading disability.

To apply for a Striving Readers Comprehensive Literacy Subgrant, Local Education Agencies and nonprofit early childhood providers must meet specific eligibility criteria. The eligibility criteria are available on the Department's [website](#).

In addition, all eligible applicants and all members of a consortium application must submit and implement a Local Literacy Plan that:

- Is informed by a comprehensive needs assessment;
- Is aligned with Ohio's Plan to Raise Literacy Achievement (to be released by the Ohio Department of Education by mid-January 2018);
- Includes interventions and practices that are ideally supported by moderate or strong evidence or, in the case where limited research is available, the intervention and practices are supported by promising evidence;
- Includes a plan for professional development; and
- Includes a plan to track learner outcomes consistent with all applicable privacy requirements.

To complete this plan, applicants will be asked to use the Local Literacy Plan Template and Consortium Literacy Plan Template located on the Department's website: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant>.

**Districts and community schools required by Ohio law to submit Reading Achievement Plans to the Department by Dec. 31, 2017, may choose to utilize their submitted Reading Achievement Plans or revise their plans using either the Reading Achievement Plan Template or the Local Literacy Plan Template prior to submitting their complete Striving Readers subgrant applications. The Local Literacy Plan Rubric will be used to review the submitted plan, whether it is using the Reading Achievement Plan Template or the Local Literacy Plan Template.**

Questions should be sent to [strivingreaders@education.ohio.gov](mailto:strivingreaders@education.ohio.gov).

## TEMPLATES FOR OHIO'S LOCAL LITERACY PLANS

**All applicants must complete a Local Literacy Plan.** In the case of consortia, **each member must complete a Local Literacy Plan and the consortia lead must submit a Consortium Literacy Plan.**

- 1. Local Literacy Plan Template:** LEAs and early childhood providers applying as a subgrantee or member of a consortium application must submit a Local Literacy Plan using this template.
  - a. Districts and community schools required by Ohio law to submit a Reading Achievement Plan to the Department by Dec. 31, 2017, may choose to utilize their submitted Reading Achievement Plans or revise the plans using either the Reading Achievement Plan Template or the Local Literacy Plan Template prior to submitting their complete Striving Readers subgrant application.
- 2. Consortium Literacy Plan Template:** All consortia leads must submit a Consortia Literacy Plan using this template.
  - a. Early childhood providers, districts, exempted village school districts, community schools, cooperative education school districts and joint vocational school districts serving as consortium leads also must complete Local Literacy Plans specific to their organizations.
  - b. Educational service centers serving as consortium leads are only required to complete an individual Local Literacy Plan unless the educational service center also is applying as an early childhood provider. In that case, there must be an individual literacy plan and a consortium plan.

## TEMPLATE GUIDANCE

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

**Local Literacy Plan:** *Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, 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 providers 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.*

**Consortium Literacy Plan:** *Insert a list of all leadership team members, roles and contact information. Each member of the consortium must have a representative on the leadership team. Additionally, the team membership should line up with the data needs of the consortium. Insert additional rows as needed.*

The organization's leadership team develops the Local Literacy Plan. A leadership team should include members to inform literacy instruction and improvement in the district/program, such as a support staff, reading intervention specialist, educators from various grade levels and curriculum directors. Below is more information regarding the development of the leadership team.

Functions of the leadership team include:

- Setting performance targets aligned with board-adopted district/program goals;
- Monitoring performance against the targets; building a foundation for data-driven decision-making on a systemwide basis;
- Designing system planning and focused improvement strategies, structures and processes; facilitating the development and use of collaborative structures;
- Brokering or facilitating high-quality professional development consistent with goals for instruction and achievement;
- Allocating system resources toward instructional improvement.

Members of the leadership team should include individuals with key positions at various levels of the organization. These individuals may include, but are not limited to:

1. Superintendent/CEO/lead administrator/director;
2. Local school board member;
3. Treasurer;
4. Building-level administrators;
5. Teacher leaders from various content areas, grade levels, buildings and specialized instructional areas;
6. Program directors and supervisors (special education, curriculum, preschool, health and nutrition, safety, and family and community engagement);
7. Family and community engagement team members who represent parents, businesses, health and human services and other community organizations, such as the Head Start director/education manager and community preschool program directors; and
8. Representatives from groups, such as teacher bargaining units.

Information on the [Ohio Improvement Process](#) and developing a leadership team is available on the Department's website.

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

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

Community collaboration, networking and alignment play a large role in Ohio's Plan to Raise Literacy Achievement. The subgrant applicant may want to utilize this section to share how the leadership team collaborated with community members, specifically how entities serving school-aged learners collaborated with early childhood providers and vice versa to align the literacy efforts in the community from birth-grade 12.

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

**Local Literacy Plan:** *Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider 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's or community school's 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.*

**Early Childhood Providers:** *Describe how the local literacy plan aligns to the Step Up To Quality plan currently in place and how the Local Literacy Plan will enhance that process.*

**Consortium Literacy Plan:** *Describe how the consortium has aligned each member's individual Local Literacy Plan as a collective and collaborative plan. What are the commonalities across these plans that warrant a consortium?*

Information for the Local Literacy Plan must be aligned to other district, school and program improvement initiatives to ensure a cohesive improvement structure. You may use information from existing needs assessments, data analyses and improvement plans. Information may come from, but is not limited to:

1. School, district and program decision framework results;
2. School, district and program improvement plans created through the Ohio Improvement Process;
3. Classroom data gathered and analyzed from the Ohio Improvement Process;
4. Ohio School Report Cards;
5. Secure Data Center;
6. CCIP Plan; and
7. Local census data.

## SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

**Local Literacy Plan:** *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 provider or LEA **may include**, but are not limited to include:*

- *Infant Risk Factors;*
- *Ohio’s Early Learning Assessment (or other preschool-level 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).*

**Consortium Literacy Plan:** *Insert an overall analysis of language and literacy performance data, based on the target age range of your plan. This analysis should identify a common theme across consortium members. Data sources that the consortium **may include**, but are not limited to: **see above***

**Early Childhood Providers:** Early childhood providers should **analyze** child performance data from Ohio’s Early Learning Assessment, Kindergarten Readiness Assessment and other assessments, as applicable. Other assessments may include data from Ohio’s State Tests in English language arts (grades 3-8) or formative assessments being used in the program to meet the comprehensive assessment requirements of Step Up To Quality programs or funders. In addition to these sources, providers may analyze other relevant data sources. Providers should be analyzing these data over several years in order to understand trends in the data.

**K-12 Applicants:** Districts and community schools should **analyze** student performance data from the Ohio English language arts assessments (grades 3-8), the Kindergarten Readiness Assessment and the reading diagnostics required under the Third Grade Reading Guarantee. In addition to these sources, districts may analyze other relevant data sources, such as curriculum-based measures and other progress monitoring tools. Districts should be analyzing these data over several years in order to understand trends in the data.

**Consortia:** Early Childhood Providers and LEAs with similar needs, based on their individual comprehensive needs assessments, are encouraged to form consortia to enhance their capacity to drive improvement efforts. The data from the potential member’s Local Literacy Plan should inform membership in a consortium. The data analysis completed by the consortium should identify common themes across consortium members and the themes should guide the remainder of the Consortium Literacy Plan and Striving Readers subgrant proposal.

## 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.*

Early childhood providers and LEAs should **analyze** factors that are contributing to low reading achievement in the community in which you are applying. Such factors may include, but are not limited to, data related to social economic status, English proficiency of families served, graduation rates, employment rates, median income levels, literacy levels and utilization of public assistance. This analysis also may include a root cause analysis. Remember that you are arguing why a Local Literacy Plan is needed in your program, for the children attending, so making the connection between reading readiness and academic, social and economic successes or challenges is illustrative of the need.

LEAs may find that this information is available in the district/program's completed decision framework or in other improvement plans the district/program has created.

## SECTION 4: LITERACY VISION AND MISSION STATEMENT(S)

**Local Literacy Plan:** *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.*

**Consortium Literacy Plan:** *Describe the literacy mission and/or vision statement of the consortium. Examine each member's mission/vision and develop a collective mission/vision for the consortium.*

Applicants are to ensure their Local Literacy Plans are aligned to the state's plan (Ohio's Plan to Raise Literacy Achievement). The state's plan includes a vision and commitments to support that vision (summarized below). When developing the Local Literacy Plan, early childhood providers and LEAs should consider how their vision is aligned to the state's vision and how the local plan incorporates the state's commitments.

**Ohio's Vision for Literacy:** Ohio's vision is for all learners to acquire the knowledge and skills to read at grade level. The Ohio Department of Education and its partners will utilize literacy acquisition and achievement as the level for school improvement. The Department promotes the implementation of evidence-based systems and instructional practices to increase learner achievement across all content areas and age levels.

To achieve this vision, Ohio is committed to:

1. Using the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse, development and organization of resources necessary to support the state's comprehensive plan;
2. Ensuring all learners are represented and supported throughout the language and literacy development continuum (emergent literacy, early literacy, conventional literacy and adolescent literacy) and providing specific recommendations for struggling readers;
3. Enhancing partnerships and collaboration of general and special education practitioners and stakeholders; and
4. Enhancing Ohio's infrastructure supports to build implementation capacity at the state and regional levels.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

**Local Literacy Plan:** *Describe the measurable performance goals addressing learners' needs (based on the analysis completed in 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.*

**Consortium Literacy Plan:** *Describe the measurable performance goal(s) addressing learners' needs (Section 3) that the consortium literacy plan is designed to support progress toward. How will the consortium ensure each member achieves individual goals? The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.*

**SMART GOALS:** The measurable performance goals should be specific, measurable, achievable, realistic and time-bound. The measurable performance goals must tie back to the analysis of data and factors contributing to underachievement in literacy. In other words, what do you expect and want to see achieved from the supports provided? What kind of incremental progress would you expect to make over what period of time?

Early childhood providers, districts and community schools that already have identified measurable student performance goals for literacy in their needs assessments or other improvement efforts may use those same goals to fulfil this requirement.

### Examples:

#### Overarching Goal

Increase the percentage of learners meeting or exceeding third grade proficiency standards from \_\_\_\_% to \_\_\_\_% by spring 2018, as measured by the Ohio's State Tests.

#### Subgoal

Increase the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness from \_\_\_\_% to \_\_\_\_% by spring, as measured by (insert reliable and valid universal screening assessment for phonemic awareness measure).

## 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 measurable literacy goal. Add as many action map goals as necessary.*

Each action plan map describes how implementation of the Local/Consortium Literacy Plan will take place for each specific literacy goal that the plan is designed to address. Applicants should create additional action plan maps for "subgoals" that they have created in order to accomplish the overarching goals of Section 5. The action plan map(s) must tie back to the analysis of data and factors contributing to underachievement in literacy (Section 3) and provide the blueprint for the early childhood provider or LEA in achieving the measurable performance goals stated in Section 5.

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

**Local Literacy Plan:** *Describe how progress toward each learner’s performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.*

**Consortia Literacy Plan:** *Describe how the consortium lead will monitor progress toward the consortium goal(s). How will the goal(s) be monitored, measured and reported? Describe how learner outcomes, consistent with all applicable privacy requirements, will be monitored.*

This section should specify what evidence is being collected, at what specific times and by whom — to monitor the extent to which schools are implementing the action steps and measuring progress toward the performance goals. In addition, this section should identify what will be done to facilitate improvement where the data being collected shows that learners are not progressing toward the performance goals.

Stated another way, what, how, and when will you measure your progress toward meeting the goal? What ways do you have to collect data that will allow you to monitor progress toward success? Is it something you are already doing/collecting or will you need to create or collect something new?

## 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 (see below);*
- 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).*

To increase the likelihood that an evidence-based practice will lead to improved student outcomes, districts/programs should intentionally aim to leverage evidence-based activities, strategies and interventions that are:

- Aligned with the district, program or school’s specific needs and context;
- Part of a cohesive improvement plan;
- Implemented with fidelity.

ESSA (Section 8002) and the [U.S. Department of Education’s Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) outline four tiers of evidence, based on the design and outcomes of the research studies carried out to evaluate an intervention.




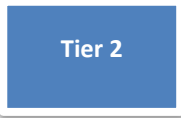
**The importance of context:** Across all tiers, a critical consideration in defining “evidence-based” is alignment with local needs and context.

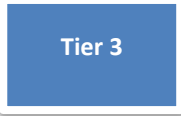

For example, researchers may evaluate an intervention for use at the high school level and find that it positively affects a student outcome in the context of those grade levels. However, the intervention has never been evaluated for impact on that same student outcome at the kindergarten level. In this case, this is not an appropriate evidence-based intervention for a district to choose if the district is focused on improving student outcomes at the kindergarten level.

Before identifying evidence-based interventions, policymakers, administrators and educators should always first carefully consider the *need* that they are trying to meet and the specific context in which they are addressing that need.

For the purpose of the Local Literacy Plan, LEAs and early childhood providers should identify evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising), where evidence is applicable and available. If LEAs or early childhood providers identify evidence-based practices supported by Tier 4 (“Demonstrating a Rationale), the LEA or early childhood provider should include a description of the research-base that supports the practice, a logic model linking the intervention to improved student outcomes and a description of the applicant’s plan to evaluate the efficacy of the practice or intervention.

The table below provides more information on each tier of evidence.

	ESSA Definition	What does it mean?
 Tier 1	Strong evidence from at least one well-designed and well-implemented experimental study	<p>Using experimental studies (e.g., Random Control Trials), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
 Tier 2	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study	<p>Using quasi-experimental studies (e.g., Regression Discontinuity Design), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>

	ESSA Definition	What does it mean?
	<p>Promising evidence from at least one well-designed and well-implemented correlational study</p>	<p>Using correlational studies, researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
	<p>Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes</p>	<p>Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3.</p> <p>However, there is good reason to believe – based on existing research and data – that the intervention could improve a relevant student outcome.</p> <p>Before using a Tier 4 activity or intervention, districts/programs should:</p> <ul style="list-style-type: none"> <li>• Explore Existing Research: Why do we believe this intervention will meet our needs?</li> <li>• Develop a Logic Model: How will the intervention improve student outcomes?</li> <li>• Plan to Evaluate: How will we know that the intervention is improving student outcomes?</li> </ul>

## 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 provider 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).

Early childhood providers and LEAs are encouraged to describe how the evidence-based practices and interventions identified will support a multi-tiered system of support, Universal Design for Learning and data-based decision-making. How will educators be supported in implementing the evidence-based practices and interventions? How will adult implementation be measured and monitored? What mechanisms will be in place to ensure 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 provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive Literacy Subgrant Application. This will help to ensure alignment between the Local Literacy Plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing Local Literacy Plans.*

A comprehensive professional development plan includes:

1. Implementation of all instructional materials, reading programs and evidence-based strategies;
2. Implementation in the use and interpretation of screening, diagnostic and curriculum-based progress monitoring assessments;
3. Job-embedded opportunities, such as modeling in the classroom, book studies, data analysis, etc.; and
4. Individualized and differentiated opportunities for professional growth.

Ohio law ([OAC 3301-24-06](#)) requires professional development for continued licensure for all educators guided by the learning needs of all students that includes current theory on the learning needs of educators and a planned progression for improvement on a continuing basis. Consider how the district or community school interprets early literacy policy and how teachers understand those policies at the classroom level. Engage the teachers in decisions about what and how they learn. The professional development plan should allow teachers to have input on problem solving and take individual and collaborative steps to improve teachers' learning in order to meet the needs of students. For early childhood providers, consider how meeting your required Step up to Quality professional development hours factor into this plan. Ohio Approved hours focused on Language and Literacy development for administrators, lead and assistant teachers should be included.

Professional development planning may include the identification of observable and measurable staff learning outcomes; the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs; a focus on closing the gap between student performance and the expectations for student performance; and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation ([OAC 3301-35-05](#)).

The [Ohio Standards for Professional Development](#) define the essential elements of a strong professional learning system. Districts and programs may benefit from using the standards to guide their efforts in selecting and evaluating professional learning opportunities that are aligned to the strategies proposed in this section.

---

## PLANNING FOR PROFESSIONAL DEVELOPMENT

### Needs Assessment

When considering professional development, schools need to complete an assessment of their professional development needs for staff to promote and sustain high-quality instructional delivery and improved student academic achievement.

### Professional Development Resources

When considering professional development resources, utilize appropriate opportunities offered by regional professional development providers, local school districts or other providers. Address any opportunity to network and make use of other experts in the region. Look internally for teachers/providers or administrators with expertise that can benefit other teachers/providers. Identify the resources required to provide the proposed training.

Promising professional development programs:

- Focus on teachers/providers as central to student learning yet include all other members of the school community;
- Focus on individual, collegial and organizational improvement;
- Respect and nurture the intellectual and leadership capacities of teachers/providers, administrators and others in the school community;
- Reflect the best available evidence-based research and practice in teaching, learning and leadership;
- Enable teachers/providers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards;
- Promote continuous inquiry and improvement in the daily life of schools;
- Are planned collaboratively by those who will participate in and facilitate that development;
- Require substantial time and other resources;
- Are driven by a coherent and long-term plan that includes a continual needs assessment; and
- Are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning and guide subsequent professional development efforts.

### Professional Development Template

The Department has developed a **Professional Development Plan Template** for the Striving Readers Comprehensive Literacy Subgrant application. LEAs and early childhood providers also may choose to use this template to satisfy the requirements of Section 8, Part C. The template is available on the Departments [website](#).

### Grant Definition of “Professional Development”

Professional development means activities that—

- (a) Are an integral part of school and LEA strategies for providing educators (including teachers/providers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the state's challenging academic standards;
- (b) Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused; and
- (c) May include activities that—
  - 1) Improve and increase teacher/provider's—
    - i. Knowledge of the academic subjects the teachers teach;
    - ii. Understanding of how students learn; or
    - iii. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
  - 2) Are an integral part of broad program-wide, schoolwide and districtwide educational improvement plans;
  - 3) Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
  - 4) Improve classroom management skills;
  - 5) Support the recruitment, hiring, and training of effective teachers/providers, including teachers who became certified through State and local alternative routes to certification;
  - 6) Advance teacher/provider understanding of—
    - i. Effective instructional strategies that are evidence-based; or
    - ii. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers/providers;
  - 7) Are aligned with, and directly related to, academic goals of the school or LEA;
  - 8) Are developed with extensive participation of teachers/providers, principals, other school leaders, parents, representative of Indian Tribes (if applicable), and administrators of schools to be served under this program;
  - 9) Are designed to give teachers/providers of English learners, and other teachers/providers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  - 10) To the extent appropriate, provide training for teachers/providers, principals, and other school and community-based early childhood program leaders in the use of technology (including education and the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
  - 11) As a whole, are regularly evaluated for their impact on teacher/provider effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of the professional development;
  - 12) Are designed to give teachers/providers of children with disabilities or children with developmental delays, and other teachers/providers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral intervention and supports, multi-tier system of supports, and use of accommodations;

- 13) Provide instruction in the use of data and assessments to inform classroom practice;
- 14) Provide instruction in ways that teachers/providers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
- 15) Involve the forming of partnerships with institutions of higher education, including, as applicable Tribal College and University as defined in section 316(b) of the Higher Education Act of 1965, as amended (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers/providers, novice teachers, principals, and other school leaders with any opportunity to work under the guidance of experienced teachers/providers, principals, other school leaders, and faculty of such institutions;
- 16) Create programs that enable paraprofessionals (assisting teachers/providers employed by an LEA receiving assistance under part A of title 1) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
- 17) Provide follow-up training to teachers/providers who have participated in activities described in this paragraph (c) that are designed to ensure that the knowledge and skills learned by the teachers are implement in the classroom; or
- 18) Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

## RESOURCES

Ohio Department of Education: <http://education.ohio.gov>

Reading Achievement Plan Webinar: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Reading-Achievement-Plan>

Ohio's Striving Readers Comprehensive Literacy Grant: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant>

Ohio Improvement Process: <http://education.ohio.gov/Topics/School-Improvement/Ohio-Improvement-Process>

State Support Teams: <http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>

Ohio's Early Literacy Toolkits: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Early-Literacy-Toolkits>

Third Grade Reading Guarantee: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee>