**Consortium Literacy Plan**

The Ohio Department of Education encourages districts and early childhood providers to form consortia for the submission of Striving Readers grant applications. As part of a consortium, **a lead subgrantee must be identified**. The identified lead subgrantee must complete a **consortium literacy plan** based on the collaborative efforts of each member of the consortium. Please note that each member of the consortium also must complete an individualized local literacy plan (see Local Literacy Plan Template). As a reminder, each member of the consortium must meet the eligibility criteria found on the Striving Readers webpage.

consortium lead:

irn:

ode/odjfs license number (if applicable):

step up to quality rating (if applicable):

address:

lead contact and ceo/superintendent:

Consortium members, IRN/ODE/ODJFS License number:

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****.*

# **Contents of the Plan**

Section 1: Consortium Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Among Each Local Literacy Plan

Section 3: Comprehensive Collective 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: CONSORTIUM 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. 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.*

**Leadership Team Membership**

| **Name** | **Title/Role** | **Location**  | **Email** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## section 1, part b: developing, monitoring and communicating the 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.*

# **Section 2: Alignment Among Local Literacy Plans**

*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?*

# **Section 3: comprehensive collective needs assessment**

*Describe the importance of establishing a consortium. For this section, the consortium leadership team is required to analyze the data from each member in order to identify a collective need or needs to inform the consortium plan.*

## section 3, part a: analysis of learner performance data

*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 include:*

* *Infant Risk Factors;*
* *Ohio’s Early Learning Assessment;*
* *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 (i.e. curriculum-based measures).*

## section 3, part b: analysis of factors contributing to underachievement in literacy

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

# **Section 4: Literacy Mission/Vision Statement**

*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.*

# **Section 5: Measurable Learner Performance Goals**

*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.*

# **Section 6: Action Map(s)**

*Each goal stated in Section 5 should include an action map. Action plan map(s) describe how implementation of the consortium 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

# **Section 7: Plan for Monitoring Progress**

*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.*

# **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 the consortium will use to improve language and literacy development across the consortium. This description should include evidence-based practices supporting tier 1 literacy instruction, as well as evidence-based practices and interventions in tier 2 and tier 3 instruction;*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention and describe how the consortium 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 these evidence-based practice 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 consortium will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the consortium lead will ensure the proposed evidence-based strategies in Section 8, Part A will be effective, show progress and* ***improve upon strategies utilized during the two prior consecutive school 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 consortium 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 consortium literacy plan and Striving Readers subgrant application, as well as aid the Department’s technical review team when reviewing consortium literacy plans.*

# **Appendices**

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