



Comprehensive
Literacy State
Development

National
Literacy
Center



State Literacy Plan Starter Kit Phase Three: Writing an SLP





Comprehensive Literacy State Development

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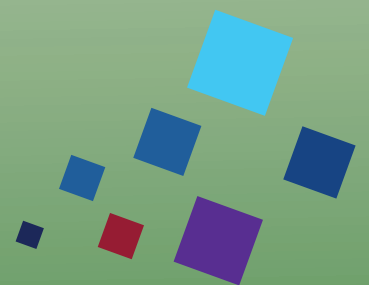


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Background

This is the third of four phases in the State Literacy Plan (SLP) Starter Kit, which is a companion to the SLP Self-Assessment Tool. Phase One is called “Preparing to Develop or Revise an SLP,” and Phase Two is titled “Understanding SLP Components.”

[Phase One](#) offers information about the following:

- Background information on this technical assistance (TA) initiative for SLPs;
- The components of an effective SLP; and
- The steps a State educational agency (SEA) should take to prepare to develop or revise an SLP, including creating benchmarks, establishing a stakeholder group, forming a State literacy team, gathering data, and conducting a self-assessment.

[Phase Two](#) expands on the rationale and purpose of the nine components, with initial guidance on developing the content of each component for an SLP. Phase Two is a valuable reference for SEAs as they develop their SLPs using this document, Phase Three of the SLP Starter Kit. Please refer to Phase Two for additional information on each component.

SEAs should complete the first two phases of the SLP Starter Kit prior to beginning Phase Three. SEAs that are revising an existing SLP should also complete the [SLP Self-Assessment Tool](#) (see also the [SLP Self-Assessment Tool User Guide](#)) to prepare for Phase Three. The SLP Self-Assessment Tool User Guide includes guiding questions to consider when developing each component.



Comprehensive SLPs

As a reminder, the nine commonly included components of a comprehensive SLP are:

- Component 1: cover page and introduction
- Component 2: infrastructure, legislation, and related policies
- Component 3: needs of target populations
- Component 4: alignment of SLP with other State literacy initiatives
- Component 5: goals and activities
- Component 6: effective evidence-based framework for literacy instruction
- Component 7: implementation and continuous improvement at the local level
- Component 8: continuous improvement at the State level
- Component 9: resources and tools

Although SLPs may address these components in different orders or combinations, a comprehensive SLP includes all this information. Comprehensive SLPs also typically include information on a range of ages and grade bands (e.g., birth–pre-K, grades K–5, and grades 6–12).

How to Use This Document

Phase Three of the SLP Starter Kit helps SEAs build their SLPs. This phase begins with tips and strategies to prepare to write your SLP and factors to consider throughout the writing process. There is a section dedicated to each of the nine components of a comprehensive SLP. Each component is briefly described, and examples are provided to help you draft content for that component. [Appendix A](#) contains tools to help you complete the writing of your SLP. Visit the [State Literacy Plan Findings from CLSD Grantees](#) page on the CLSD National Literacy Center website as additional reference material.



Preparing to Write

SLP Documents

As noted in Phase One and Phase Two, you will want to have considered the following information:

- Literacy-related data on target populations, which could be based on the following categories, among others:
 - Race/ethnicity
 - Socioeconomic status
 - Urbanicity
 - English language learner status
 - Disability status
 - Census tract
- Information on current and pending literacy-related legislation
- The governor's priorities on literacy in your State
- A list of other State literacy-related initiatives and outcome data from initiatives
- Information on teacher requirements, licensure, evaluation requirements, etc.
- Information on preservice teachers (enrollment data and degree requirements in your State, projections of future teachers needed by grade and discipline)
- Information on partnerships and agreements with institutions of higher education
- SEA policy documents
- A list of State literacy standards
- Subject matter experts or stakeholders
- Information on multitiered system of supports (MTSS) or other intervention processes used in your State
- Information on assessment tools used with students to analyze literacy comprehension
- Information on professional learning opportunities for teachers



When drafting your SLP, the information listed above will be helpful. **Highlight** pertinent information, ensuring that:

- All population data follow **consistent metrics** (i.e., are either raw numbers or percentages).
- **Time frames and specific requirements** of all legislation and initiatives are clear.
- Consistent language is used. Legislation, initiatives, and policies may use slightly different terminology. Prior to writing your SLP, **settle on the terminology you will use**. For example, it is possible that legislation uses the term “homeless” whereas local policies use “unhoused.” Reconcile these differences in advance to reduce revisions later.
- Clarify with the writing team what aspects of policies and legislation are **mandatory versus voluntary**.

Analyses

If you are **revising an existing SLP**, consider the following:

- Have the results from the SLP Self-Assessment Tool available;
- Highlight aspects of your SLP that require revision;
- Identify supporting documentation that justifies changes; and
- Be prepared to offer documentation that supports your decisions.

Whether revising or developing an SLP, it is recommended that a **thorough data gathering process** take place to produce an effective document.

Keep in mind that citations within your SLP should be succinct, with the opportunity for readers to explore them in more detail in a footnote or the bibliography.

Organizing

Key organizing strategies used in advance of writing will keep the process smooth.

Review [Phase Two of the SLP Starter Kit](#). The writer should understand the rationale and purpose of each component of an effective SLP and how those components relate to your SEA’s literacy goals.

Develop a timeline and budget. Determine a realistic budget of both time and funds for completing your SLP. You may have legislation or other governmental mandates that dictate a deadline. If not, reach a team consensus on an achievable deadline. Then work backward from the deadline to set a milestone for each stage of the process, which will keep all contributors on task.

The timeline should also consider **who must approve drafts and revisions and when approval is necessary**. Confirm the approval process with the appropriate staff member so your team can adequately plan. The process should include final review and contributions from stakeholders.

Consider assigning a single writer/editor. This individual should be a clear communicator. Communication skills are key to producing a high-quality SLP and driving the process of working with subject matter experts.

If funds are available, consider hiring a **project coordinator** to assist the writer with the mechanics of building an SLP. This professional could collect additional information, liaise with contributors, and track the timeline. A project coordinator could also arrange other requests, such as graphics for the cover page.

Assign subject matter experts (SMEs). Identify SMEs who could develop or review the content of your SLP. These SMEs could be drawn from your State literacy team or an existing stakeholder group. See [Phase One](#) of the SLP Starter Kit for more information on creating these groups.



Writing Your SLP

Effective Writing Tips and Strategies

There are **writing considerations** that can help produce a high-quality and effective SLP. These include:

- Using concise and [plain language, without idioms, to facilitate understanding](#).
- Keeping your audience in mind at all times.
- Using active voice and providing practitioners with actionable steps. Offering clear examples helps the audience to understand how to implement the steps.
- Supporting proposed actions (such as goals and activities) with relevant data and background information.
- Noting where tools will be needed for implementation. These may be resources that you develop to accompany your SLP; external resources your team has identified; or a combination of both.

Content Strategies

Although the nine components proposed in the SLP Starter Kit and the SLP Self-Assessment Tool were established through input from SEAs that have gone through the SLP development process recently, your SEA may elect not to incorporate all components, or you may only need to revise certain components for the new version. You can also elect to condense or rearrange the information into fewer sections while covering all important areas. Use the Content Planning Worksheet, located in [Appendix A](#), to identify the SLP structure that best fits your SEA's situation.

Sample SLP Snapshots

To help you write to each of the components of your SLP, Phase Three provides brief snapshots of sample text to provide a sense of what might be included in each component within your SLP and how the information you gathered and produced in the first two phases might be presented in your SLP.

This sample text is written as if from a State called State A, a fictitious midsize State with a mix of urban and rural counties, a population increasing in diversity over recent years, and a new State law related to evidence-based practices for literacy instruction. The sample SLP content is written for State A's imaginary situation, just as your SLP will be tailored to the actual situation in your State. Your SLP will also be much longer and more comprehensive than these brief snapshots.

Component 1: Cover Page and Introduction

The cover page and introduction (also called an executive summary) are the first things stakeholders see when they access your SLP. This component can:

- **Explain concisely** why your SLP is needed (or needs revising) in the context of your State's specific needs and evidence-based advancements in best practices.
- **Provide an overview** of how to use the document, including instructions on where to start and how to apply and implement the strategies and practices in your SLP.
- **Address the document to a broad audience** because a variety of stakeholders will encounter it.
- **Communicate**, as concisely as possible, how the components you chose to include in your SLP relate to one another as a cohesive plan.
- **Provide a table of contents** listing major sections and subsections of your SLP.
- **Acknowledge** your team members and stakeholders who supported or participated in the development or revision of your SLP.



Real-World Example: Hawaii

This document, which reflects contributions from experts representing 59 community, early childhood, K-12, and higher education institutions, builds on that tradition and applies the concept of *a'o* — that teaching and learning exist and occur at the same time — to the critical work of promoting literacy. The Hawai'i State Literacy Plan provides guidance for all stakeholders developing instruction and programs as part of a comprehensive literacy system in the state. We expand on the 2009 Department of Education Literacy for Learning Plan and seek to equip learners of all ages and abilities — English learners, adult learners and those with learning exceptionalities — to master skills needed to become motivated, effective readers.

https://www.hawaiip20.org/wp-content/uploads/2020/10/Hawaii-State-Literacy-Plan_WEB.pdf, Page 8

Sample SLP Snapshot

Acknowledgments

State A Education Agency would like to thank the following individuals for their help in developing this SLP as part of the stakeholder group:

- Anne Smith, State A University
- Bob Smitty, State A Center for Early Literacy
- Chris Smythe, State A Governor's Office

Introduction

In the decade and a half since State A's previous SLP was written, much has been learned about the evidence-based practices that support effective literacy instruction. Much has also changed within our State. For example, diversity has increased greatly, and the capital metropolitan area has grown while the populations of many rural counties have shrunk. In addition, Literacy Law 123B, enacted last year, requires the implementation of evidence-based practices throughout the State.

As part of its review resulting from this law, the State A Education Agency identified that a wide range of practices are currently used in literacy instruction across the State. Reading outcomes vary widely across the State, with the student groups most in need of targeted support being English learners, students in rural counties, and students with disabilities. In some cases, the achievement gaps on State reading/language arts assessments between these groups and affluent suburban students are up to 30 percentage points. We also found that the approach outlined in the previous SLP was never fully disseminated to local educational agencies (LEAs) and that local staff members often have little knowledge of that plan.

Therefore, it is clear that a comprehensive SLP would benefit State A Education Agency and support its long-term goal of ensuring that all students are reading at-grade-level by 3rd grade. In addition, a comprehensive SLP will strengthen literacy instruction for all students so that they will graduate with the oral and written language skills needed for college and/or career success. This plan will be implemented from school year (SY) 2023–2024 through SY 2028–2029.

Component 2: Infrastructure, Legislation, and Related Policies

A State's **literacy infrastructure is a complex mechanism** of State governing bodies, including your SEA, the governor's office, various State boards of education, literacy-focused public-private partnerships, State-level legislative committees, and State literacy-focused advisory committees; existing policies, practices, and legislation; community organizations; institutions of higher education (IHEs); and members of commerce and industry. Through Component 2, State literacy teams take time to understand critical relationships and intersections among these as they prepare to develop a comprehensive and effective SLP.

When writing your SLP, you must consider any State legislation that impacts literacy instruction. States are enacting laws that strengthen literacy instruction in the classroom. Much of this legislation prescribes the **adoption of evidence-based practices** and the use of evidence-based materials.



Real-World Example: Minnesota

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals. The READ Act replaces Read Well by Third Grade (RWBTG) and is in effect as of July 1, 2023.

The Minnesota Department of Education (MDE) in collaboration with the University of Minnesota, Center for Applied Research and Educational Improvement (CAREI) completed a review of K-5 Literacy Curricula as required by the Minnesota READ Act to "identify at least five literacy curricula and supporting materials that are evidence-based and focused on structured literacy by January 1, 2024, and post a list of the curricula on the department website." A district or charter school must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, when a district or charter school purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes 2023, section 120B.1118.

<https://education.mn.gov/MDE/dse/READ/#:~:text=The%20goal%20of%20the%20Minnesota,achieving%20their%20individualized%20reading%20goals>

In addition to State legislation, also consider examining other recommendations in your State related to literacy. Some policies might come from reading or education councils, local school boards, and/or other public and private partners.

Sample SLP Snapshot

There are two main impetuses driving this State literacy plan: Literacy Law 123B, passed by the State A Legislature last year, and the governor's priority on improving literacy outcomes across the State. Literacy Law 123B mandates that evidence-based practices be used in all classrooms. Although the law focuses primarily on children from birth through 3rd grade, this plan provides a broad approach that also includes secondary literacy, as the state literacy team considered this the most comprehensive approach to ensuring improved lifelong outcomes for all students. In addition, the State literacy team consulted with the governor's office to ensure the plan is aligned with current literacy-related priorities. With a priority being students with dyslexia, this plan highlights evidence-based practices that support this group.



Component 3: Needs of Target Populations

In this section, you will present the disaggregated data gathered on the literacy-related needs of students, teachers, and preservice teachers and begin to draw conclusions and develop priorities. Here you will analyze the data to identify target populations for the work, such as specific grade bands, students with disabilities, English learners, and/or students living in high-poverty areas of your State.

Use root cause analysis to identify why target populations may not be achieving as highly as other groups to provide a road map for how to address target populations. In addition, consider other literacy initiatives that have succeeded with these target populations to identify effective, evidence-based practices that your SEA could implement.

You might also elect to identify a broader set of literacy-related needs by including groups such as K–12 student groups not identified as disadvantaged, teachers and preservice teachers, families, or students in transition programs. If resources allow, include strategies and goals to meet the needs of these groups.



Real-World Example: Massachusetts

An Excellent Education in English Language Arts and Literacy for All: Literacy Strategic Plan for Massachusetts

This plan describes how we will work towards realizing our ambitious vision. This work is critical for two reasons. First, student ELA achievement in Massachusetts is stagnant. The National Assessment of Educational Progress (NAEP) showed no significant difference in Massachusetts 4th grade reading achievement in 2017 compared to 2007. While Massachusetts currently leads the nation in reading achievement on NAEP, other states have accelerated growth over the last ten years, and particular student subgroups in other states have already surpassed their Massachusetts counterparts.

Furthermore, a recent report from the Massachusetts Education Equity Partnership exposed the reality that Massachusetts is only “number one for some.” While we are at the top on NAEP, that ranking conceals inequitable achievement among student groups. On the most recent NAEP reading assessment, 4th and 8th grade Black and Hispanic students in Massachusetts attained the same score as White students in the lowest-performing state in the nation. A strengthened educational program in ELA/Literacy will contribute to closing the “opportunity gap” and enable ALL students in Massachusetts to reach their full potential as learners.

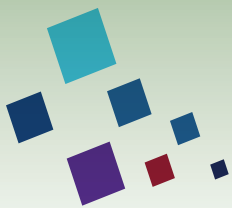
<https://www.doe.mass.edu/instruction/literacy-plan.docx>, Page 2

Sample SLP Snapshot

Based on recent state assessment data, students with dyslexia and other disabilities; students in rural areas; and English learners are showing the largest achievement gaps. Although some progress has been made with these groups through targeted initiatives, new statewide approaches are needed.

In addition, the State will continue to build effective relationships with IHEs that have teacher preservice programs. The State will work closely with these institutions to collaboratively review curricula for evidence-based practices and create a continuum of services to support preservice and early-career teachers in all subject areas in implementing evidence-based literacy instruction. This will address the needs of these teachers.





Component 4: Alignment of SLP With Other State Literacy Initiatives

For Component 4, inventory all active local and statewide literacy initiatives, as well as those that include aspects your SLP will focus on, such as multilingual learners; diversity, equity, and inclusion; social-emotional learning; and a whole-child approach.

Once you have identified existing initiatives, consider connecting with those leading them to gather data on effectiveness. This will help you determine which initiatives should be incorporated into your SLP and which may not need to be included. Conducting this outreach will also help begin to build relationships between your SEA and other literacy leaders throughout your State.

Then use the inventory to identify commonalities across initiatives. This will save time and resources by building on existing effective strategies. Work with the leaders of these initiatives to agree on ways the initiatives you want to include can be incorporated into your SLP's goals and activities. Similarly, analyze initiatives' goals and target populations to identify gaps in services. Discuss whether these gaps align with your SLP's goals and, if so, how your SLP could address the gaps.



Real-World Example: California

Comprehensive and Integrated Literacy Model California has many existing policies, guidance documents, and structures designed to improve literacy for all California students. While several investments and initiatives have focused on their implementation, the SLP provides an opportunity to align and integrate these resources in order to demonstrate how they are connected and best utilized in a coherent way. A comprehensive and integrated literacy model ensures high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California Multi-Tiered System of Support Framework. The Comprehensive and Integrated Literacy Model presented in the SLP sets the direction for literacy programs statewide by aligning and integrating state literacy initiatives. It also sets the direction for activities outlined in the SLP Continuous Improvement Process section.

<https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf>, Page 2



Sample SLP Snapshot

State A Education Agency catalogued existing literacy initiatives around the State and identified three literacy initiatives that are closely aligned with the target populations' needs. These three initiatives should be explicitly included in the SLP:

- Ongoing coaching provided to early-career teachers on literacy instruction offered through State A University;
- Head Start–funded early childhood programs; and
- The State A Community Foundation, which provides high-quality literacy tutors for English learners during the school day.

When preparing to write the SLP, the State literacy team consulted with leaders from these organizations to identify points of alignment and collaboration that could be built into the plan. The leaders provided by these organizations will also be key for State A Education Agency to support implementation of the SLP at the local level.



Component 5: Goals and Activities

The goals and activities you outline for Component 5 drive your SLP, and the work you completed in the prior components can help you build the goals and activities on sound data and contextual understanding. In turn, the goals and activities will help build your literacy framework for [Component 6](#).

Using the SMARTIE approach to develop and articulate goals can help ensure you will be able to measure the success of your SLP over time.

SMARTIE goals are:

- **Specific:** Identify exactly what or whom the goal measures (e.g., scores on 3rd-grade reading tests).
- **Measurable:** Provide a clear numerical goal (e.g., 75%).
- **Achievable:** Focus on what could reasonably be achieved within the given time frame. Consider historical data and the needs that will be addressed.
- **Relevant:** Connect the goal clearly to a need you identified elsewhere in your SLP.
- **Time-Bound:** State a specific date by which the goal will be achieved. This could be annual or at the end of the period covered by your SLP.
- **Inclusive:** Ensure goals are inclusive of all student groups.
- **Equitable:** Ensure goals address equitable access to opportunity for all.



Real-World Example: Ohio

Ohio's Plan to Raise Literacy Achievement includes a set of state-level objectives backed by strategies and activities designed to provide technical assistance to regional supports, districts, schools, and early childhood education programs. The Department will collect data and information to measure the impact of its effort to drive continuous improvement and measure state, regional and local efforts.

To achieve the objectives outlined above, Ohio is focusing on five components outlined in the state's Theory of Action: shared leadership; multi-tiered system of supports; increasing educator capacity; families as engaged partners; and community collaboration.

State activities include technical assistance webinars, targeted technical assistance, and individualized technical assistance plans.

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx>, Pages 37–39

Once goals are identified, determine the evidence-based activities that will lead to achieving those goals. There may be multiple activities for each goal, and these activities could change over time as implementation becomes more entrenched. These activities will most likely focus on the approaches your SLP will take rather than specifying how implementation will look at the classroom level.

For each activity, consider:

- **Who** is responsible for implementing the activity? Whom will the activity effect?
- **What** will occur as the activity is implemented?
- **When** will the activity begin, and what is its duration?
- **Where** will resources and support for the activity come from? What resources should your SEA provide to LEAs to facilitate implementation?
- **Why** is this activity the best solution to achieving a goal?
- **How** will an activity's success be measured and reported?

Sample SLP Snapshot

State A Education Agency has developed three overarching goals to track progress on implementing the SLP:

- 1) Students acquire the skills for living and learning in the twenty-first century.
- 2) Students become broadly literate – meaning they engage with a variety of books and other texts across a wide range of genres, time periods, cultures, perspectives, and topics for a multitude of purposes—including learning about new ideas and oneself and immersing oneself in the sheer pleasure of reading.
- 3) Teach children the skills that allow them to independently engage with print.

To reach these goals, State A Education Agency will implement the following activities:

- Train LEA leadership on evidence-based practices and how to train teachers on those practices;
- Provide ongoing support for implementation to LEAs to ensure instructional fidelity; and
- Develop high-quality instructional materials that will be available to all LEAs online.

Component 6: Effective Evidence-Based Framework for Literacy Instruction

Your SLP should be grounded in evidence. The evidence-based literacy framework ensures the approaches outlined in your SLP are aligned with research and your SLP's underlying theories.

Identify instructional strategies to facilitate your SLP's goals created for [Component 5](#). The resulting literacy framework can describe evidence-based strategies in the following areas:

- Instruction in reading and writing across content areas;
- Instruction in phonological and phonemic awareness, phonics, vocabulary, language structure, reading comprehension and fluency, and oral language;
- Expectations for writing (transcription and composition) instruction;
- High-quality, evidence-based print materials that cover the entire range of reading levels and reflect the interests of the children;
- Incorporation of MTSS;
- Differentiated instruction for individuals and small groups;
- Child communication with peers and adults;
- Practicing reading and writing;
- Assessments that are developmentally appropriate, valid, and reliable to identify learning needs in children, inform instruction, and identify instructional outcomes;
- Motivating children to read and write;
- Universal design for learning principles;
- Working with student subgroups;
- Teacher collaboration in planning, instruction, and assessing a child's progress; and
- Linking literacy instruction to State academic standards.

The evidence-based framework may also include a logic model, as described in the following section.

Spotlight on Logic Models

As introduced in [Phase Two](#) of the SLP Starter Kit, the SLP should be grounded in evidence; it should build on sound theory—a rationale for the proposed process, product, strategy, or practice that may include a logic model. A logic model can help conceptualize the links among the

evidence, the SLP’s goals, and the activities that need to be undertaken to reach those goals. The logic model can also help convey this information to stakeholders by offering a simple graphic representation of the SLP’s theory of action—the reasoning behind why the SEA will implement the activities and framework detailed in the SLP.

In general, a logic model can help you to:

- Create a common understanding of the assumptions and research underlying the initiative;
- Check that the desired outcomes will result from the planned strategies and activities;
- Communicate with stakeholders about the SLP’s vision and life cycle;
- Develop a foundation for strategic planning; and
- Use the activities and outcomes to create an evaluation plan.



Real-World Example: California

State Literacy Plan Logic Model

Inputs/Resources	Activities	Outputs	Outcomes
California Department of Education State Literacy Team Comprehensive Center at WestEd CA CCSS ELA/Literacy Standards and all other SBE-adopted content standards CA ELD Standards CA Early Learning Foundations and <i>Preschool English Learners</i> documents <i>CA Model School Library Standards</i> <i>CA EL Roadmap</i> <i>CA Dyslexia Guidelines</i> <i>CA Practitioners’ Guide for Educating Els with Disabilities</i>	Literacy Webinar Series Local Literacy Lead Agencies Technical Assistance Development of State Literacy Plan (SLP), including Comprehensive and Integrated Literacy Model Compilation of high-quality literacy and biliteracy program planning tools, templates, protocols, and examples	No. of webinar participants No. of positive evaluations for webinars from participants No. of LEAs receiving technical assistance No. of local literacy plans aligned to state plan Relevant, measurable outcomes for students served by LEAs	Short-term outcomes (1 year after SLP is adopted): <ul style="list-style-type: none"> • Definition/diagram of comprehensive and integrated approach to literacy instruction • Local literacy and biliteracy planning tools and resources • Increased local capacity to develop literacy plans • Increased professional learning through the Literacy Webinar Series, which supports literacy achievement Mid-term outcomes (2 years after SLP is adopted): <ul style="list-style-type: none"> • Increased capacity to implement local literacy plans Long-term outcomes (3 years after SLP is adopted and ongoing): <ul style="list-style-type: none"> • Improved student achievement in literacy • Deeper knowledge at state and local levels about literacy support strategies • Sustaining literacy supports and professional learning in LEAs

Adapted from <https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf>, Page 18

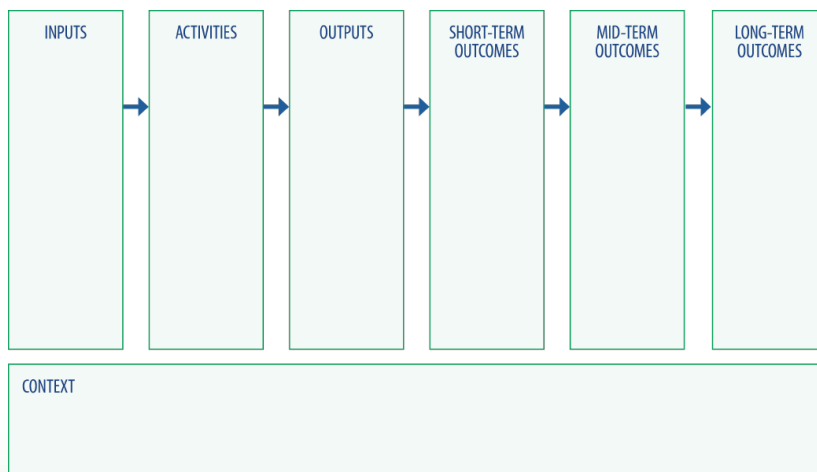
develop the literacy framework. If a logic model is used, it could also inform the goals and activities set for [Component 5](#). When writing this section of the SLP, consider presenting the logic model before outlining the goals and activities. This will help explain why the SEA has chosen its approach. Engage the State literacy team and/or the stakeholder group in creating the logic model. Planning collaboratively will help build a common understanding of the SLP's purpose and goals.

The logic model can also be used as a checkpoint throughout implementation of the SLP to make sure progress is on-track and enable the SEA to adjust the timeline if needed. The SEA could also consider encouraging LEAs to create their own logic models that align with the long-term goals of the SEA's logic model.

Figure 1 shows an example of how to structure a logic model. The sections in the logic model could include:

- **Inputs.** These are the resources available to implement the program. Common inputs include personnel, money, equipment, supplies, and in-kind donations.
- **Activities.** These are the activities that the initiative will conduct to reach the outcomes.
- **Outputs.** These results of activities are often measured in amounts of something produced or provided.
- **Short-Term Outcomes.** These are typically the expected results within the first year.
- **Mid-Term Outcomes.** These are the expected results about one to three years after the initiative begins.
- **Long-Term Outcomes.** These outcomes will be achieved approximately four to seven years after the initiative begins.
- **Context.** This is a short summary of the current situation that describes the need, whom the need affects, and why the need should be addressed.

Figure 1. Example logic model layout



A blank logic model template appears in [Appendix A](#). For more information on the process of creating a theory of change and a logic model, see the [SLP Tools page](#).

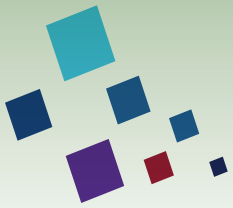
Next Steps

Once a logic model is completed, the next step would be to finalize the SLP's goals and activities. This will require adding specificity to the goals listed in the logic model so that they are specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (SMARTIE). Most likely, the logic model would need to be modified with more actions and steps to ensure the goals are reached.

The literacy framework will also discuss in detail topics such as:

- A definition of “evidence-based practices” for your State;
- An explanation of the key elements of literacy your State has identified (e.g., phonological and phonemic awareness, phonics, vocabulary, language structure, reading comprehension and fluency, and oral language) and the evidence-based practices that should be used for each element;
- Information on how special populations (e.g., students with dyslexia and multilingual learners) should be identified and what evidence-based practices should be used to support them;
- Expectations for reading, writing, and oral language instruction and practice;
- What your State considers high-quality instructional materials and how LEAs will access those materials;
- How evidence-based literacy instruction ties to State standards;
- What evidence-based and developmentally appropriate assessments should be used; and
- How other strategies—such as differentiated instruction, universal design for learning, and MTSS—should be implemented for literacy instruction.

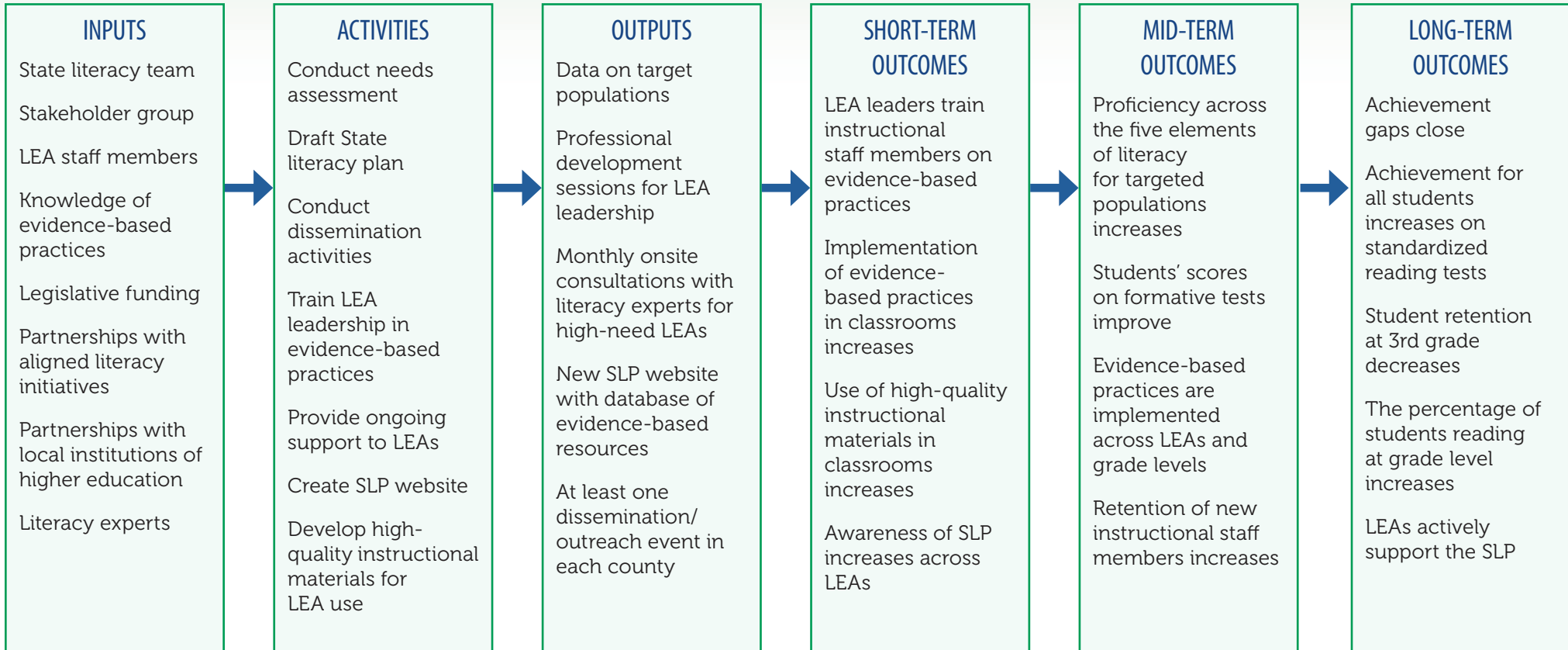




State Literacy Plan Starter Kit Phase Three: Writing an SLP

Sample SLP Snapshot

The logic model below outlines the theory of action behind State A's SLP.



CONTEXT

The State has one large metropolitan area and many smaller suburban and rural districts. Early literacy outcomes are not consistent across LEAs in urban, suburban, and rural areas. The SEA has not had an SLP that has been consistently disseminated and supported. A cohesive SLP is needed to address the needs of the increasingly diverse population of the state while focusing on consistent implementation of evidence-based practices. The SLP will guide literacy initiatives throughout the State for the next five years, and with SEA support, it will increase literacy outcomes for all students, particularly target populations.

Component 7: Implementation and Continuous Improvement at the Local Level

In general, this component should describe how your State assesses students' progress; detail MTSS or other evidence-based intervention strategies and assessments; and describe evidence-based professional learning for teachers.

Each State is different in terms of the level of control it has over local implementation, but within your SLP, your State can outline expectations and supports for LEAs. This includes identifying:

- Required or recommended timelines and steps for implementation;
- What professional development and other resources will be provided by your SEA;
- What level of oversight or assessment will be required or recommended;
- Who will have responsibility for data collection and reporting; and
- How continuous improvement will be incorporated into implementation.

It would also be helpful for your SEA to have a plan for providing LEAs with needed support. Your SLP should focus on how your SEA will support LEAs and how LEAs can access important resources. In addition, your SEA should begin to describe your dissemination plan in your SLP so LEA staff members understand why they are being asked to implement these approaches and how the strategies complement existing work.



Real-World Example: California

The CDE will implement the activities ... regularly examining progress of the Local Literacy Lead Agencies, professional learning opportunities, and the Literacy Resources Repository, with attention to the following outputs:

- Number of webinar participants
- Number of positive evaluations for webinars from participants
- Number of LEAs receiving technical assistance
- Number of LEAs participating in activities
- Number of local literacy plans aligned to State Literacy Plan
- Relevant, measurable outcomes for students served by the Local Literacy Lead Agencies (specific outcomes to be determined)

<https://www.cde.ca.gov/pd/ps/documents/cacompsstatelitplan.pdf>, Page 107

Sample SLP Snapshot

As part of this SLP, State A Education Agency provides developmentally appropriate formative assessment options for LEAs to track students' progress in gaining literacy-related skills. LEAs are expected to begin using these assessments during the upcoming school year. LEAs will also report standardized reading/language arts test data to the State each spring. Once these data are finalized, representatives from the State A Education Agency will work with LEAs to identify areas of success and improvement based on the data to adjust implementation as needed.

The State A Education Agency has also provided classroom observation rubrics to use for specific grade bands to support teachers in successfully implementing these practices. In addition, subject matter experts are available to provide onsite technical assistance to LEAs and schools. Please contact the State A Education Agency to request this assistance. In-person and virtual professional learning opportunities will also be offered throughout the year on specific topics, such as multitiered systems of support and working with special populations. Any LEA that wishes to contract with outside vendors for additional professional learning should consult the provided list of approved vendors.



Component 8: Continuous Improvement at the State Level

Your SLP should communicate how your SEA will implement and support implementation and how data will be used for continuous improvement. Create a timeline for future revisions of your SLP and determine how effectiveness of your SLP will be measured.

SLP development and revision should also be built around a continuous improvement cycle. Continuous improvement typically consists of four stages: “plan,” “do,” “study,” and “act.” Your SLP serves as the “plan” stage. Implementation and ongoing data collection cover the “do” and “study” stages. How you incorporate what you learned drives the “act” stage, which will lead to a new round of planning (i.e., your revised SLP). Think about which stakeholders will be involved in collecting, analyzing, and communicating data.



Real-World Example: District of Columbia

Dates of checkpoints to measure and evaluate implementation, key considerations and details of coaching, professional learning, training and implementation must be mapped out in alignment with the school calendar. For example, teams may schedule quarterly data reviews aligned to the term schedule. At these points of review, teams will determine which key things will stay the same and which are able to be changed, what additional trainings or coaching may be needed and how the plan will evolve. The model described here is also captured in the School Improvement Cycle.

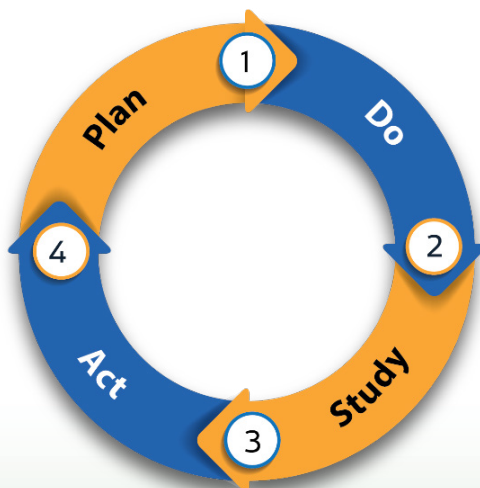
http://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/CLP2021_Booklet2021_DecUpdate.pdf, Page 28

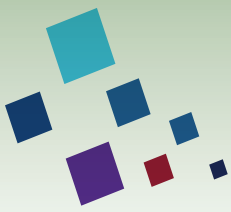
Sample SLP Snapshot

The State A Education Agency will identify a continuous improvement team lead, who will aggregate LEA-level data and use the data to inform changes to implementation throughout the five-year process covered by the SLP. Key decision-makers will meet with the continuous improvement lead semiannually, and the results of these meetings will be clearly communicated to LEAs.

At the end of the five-year period, the State literacy team and stakeholder group will meet to discuss outcome data for the five goals established for this plan. The data will serve as the basis for the next round of revisions of the SLP.

Figure 2. Continuous improvement cycle





Component 9: Resources and Tools

The set of resources and TA materials you provide to LEAs will be customized based on all the decisions you have made within the previous eight components. Your SEA will create TA materials for LEA use, and it might also be helpful for LEAs to be able to easily access external resources. For this component, you might also explain what your SEA's role as an accessible resource to practitioners will look like.

Gathering Resources and Tools

Your State literacy team may have created a library of tools and resources that will be offered in conjunction with your SLP. Prior to final approvals, your team should:

- Gather and review any tools developed to support your SLP.
- Identify tools your SEA would like to develop for LEAs and delegate responsibility for completion. Tools could include:
 - A professional learning plan template;
 - A rubric for effective literacy leadership and instruction;
 - Reflections and considerations for LEA identification of stakeholders, goals, and other planning factors;
 - A school implementation checklist;
 - A school action plan; and
 - A school data worksheet.
- Identify curricula and products to recommend to LEAs for implementing specific aspects of your SLP.
- Gather a library of high-quality online literacy resources. Use clearinghouse websites, such as the [What Works Clearinghouse](#) and the [Best Practices Clearinghouse](#), to ensure that the resources have been prescreened for effectiveness.



Real-World Example: Wyoming

Resource Categories

- Exemplar Reading Plan Template
- Videos: How does the brain learn to read? What can get in the way? What can we do about it?
- Free Evidence-Based Reading and Writing Instruction Guidance
- Free Evidence-Based Teaching Resources
- Additional Teaching Resources
- Supplemental Instructional Programs
- Community Education

<https://edu.wyoming.gov/downloads/early-childhood/2019/Reading-Assessment-and-Intervention-Guidance.pdf>, Pages 10–11



Sharing Resources and Tools

Your State literacy team will want to determine the dissemination strategies and methods for sharing resources and tools. If materials are distributed via email, a smaller document size with fewer graphics may be necessary. Your SEA may want to dedicate a page on your SEA's website to house your SLP, with a subpage housing downloadable tools and links. This approach enables more flexibility with the size of these tools, and there is a better opportunity to make them visually appealing.

Sample SLP Snapshot

LEA staff members can visit the SLP webpage to access the following resources and tools:

- Links to evidence-based articles about strategies for literacy instruction;
- Fact sheets about the SLP;
- High-quality instructional materials created by the SEA for use by LEAs;
- Contact information for LEAs to request assistance from the State on implementation; and
- A list of approved vendors and curricula.

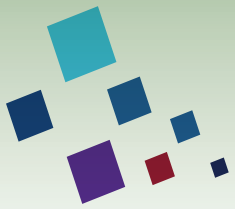


Appendix A: Tools

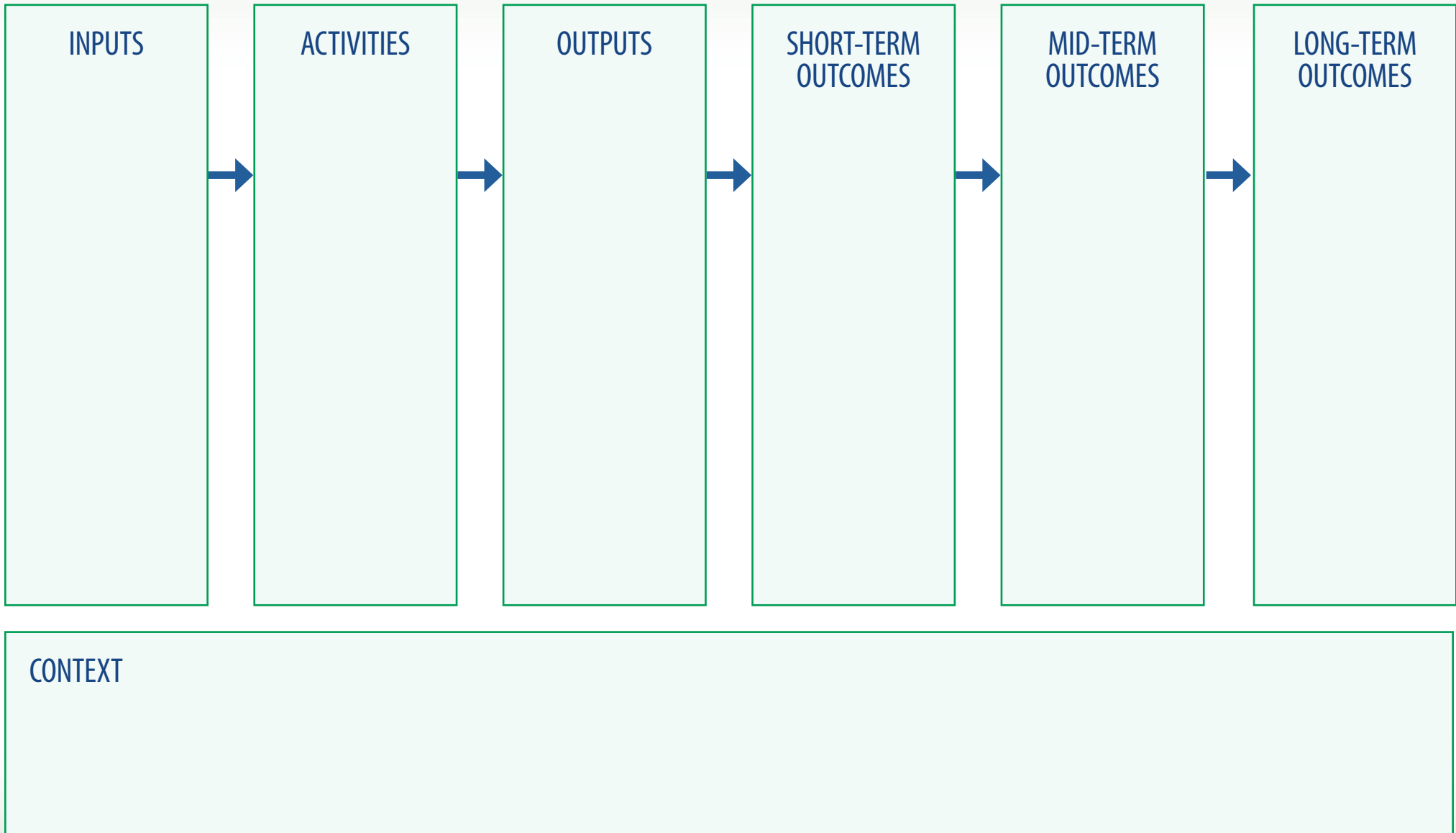
Content Planning Worksheet

Use this worksheet to identify the order in which you will write the components of your SLP; any subject matter experts you will need to consult for each component; and an internal deadline for when a draft of the component should be completed.

Section	Component	Subject Matter Expert(s)	Due Date
1			
2			
3			
4			
5			
6			
7			
8			
9			



Logic Model Template





<https://literacycenter.ed.gov/>