



**Comprehensive  
Literacy State  
Development**

**National  
Literacy  
Center**

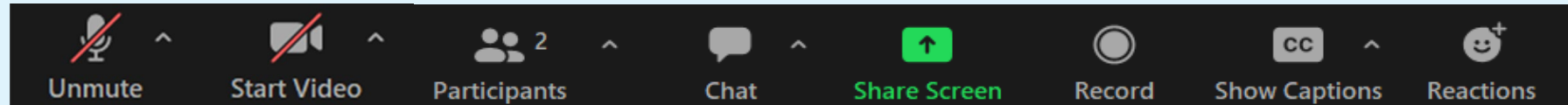


# Writing an SLP with Guidance from Starter Kit Phases 2 and 3

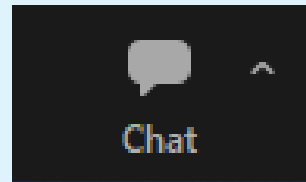
April 10, 2024

# Housekeeping Notes

## Toolbar

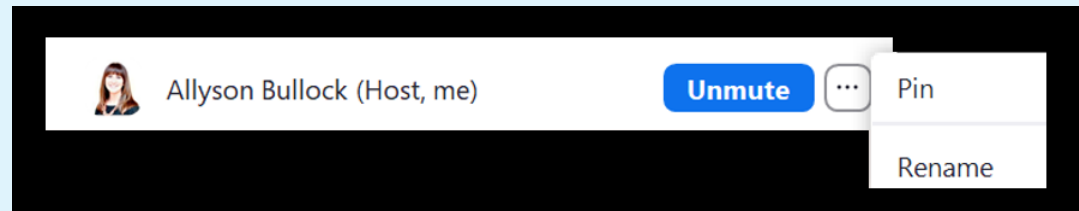


## Access and Engage in Chat



## Edit Your Name to Include Your SEA

- First Name, Last Name, (State Education Agency)
- Example: **Allyson Bullock (MD)**







# Agenda




- Starter Kit Phases 2 and 3—  
Components Overview and Writing
  - Component description
  - Tips for writing
  - SLP examples
  - Q&A
- Upcoming events

# State Literacy Plan Starter Kit Phases

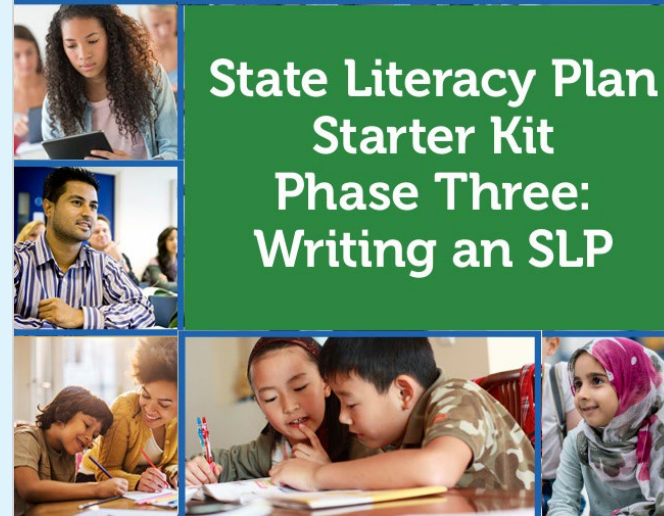


**State Literacy Plan  
Starter Kit  
Phase Two:  
Understanding SLP  
Components**

**State Literacy Plan  
Starter Kit  
Phase Three:  
Writing an SLP**



# Components in Starter Kit Phases Two and Three

Cover Page and  
Introduction

Infrastructure,  
Legislation, and  
Related Policies

Needs of Target  
Populations

Alignment of SLP  
with Other State  
Literacy Initiatives

Goals and Activities

Effective Evidence-  
Based Framework  
for Literacy  
Instruction

Implementation  
and Continuous  
Improvement at  
the Local Level

Continuous  
Improvement at  
the State Level

Resources and  
Tools

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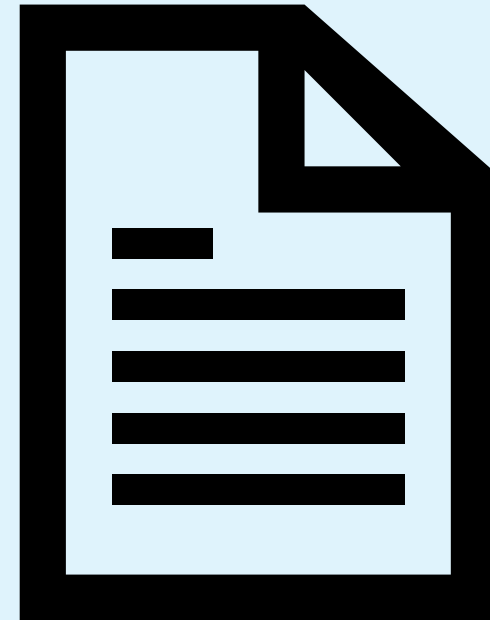
Implementation  
and Continuous  
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the Local Level

Continuous  
Improvement at  
the State Level

Resources and  
Tools

# Component 1: Cover Page and Introduction

- Consider adding a title page.
- Acknowledge stakeholders and team members.
- Provide a table of contents.
- Explain the WHY.
- Provide an overview.
- Communicate the cohesive plan.





# Component 1: Cover Page and Introduction



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

# Component 1: Cover Page and Introduction

## Acknowledgments

We would like to extend our thanks to the following individuals and groups for their time and effort in the writing and publishing of this document. Individuals below are assigned to a category based on their primary role; however, we understand many individuals fill multiple roles and could be placed into several categories. Also, while many hold prestigious degrees and titles, we have not listed these.

This effort has been supported through generous funding from the Harold K. L. Castle Foundation, The Hawai'i Community Foundation, Kamehameha Schools, The Learning Coalition, Hawai'i Pizza Hut Literacy Funds, and W.K. Kellogg Foundation.

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# Component 1: Cover Page and Introduction

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.

However, our writers fully recognize many vitally important topics in education and literacy are not addressed here, and it is our sincere hope that Hawai'i's many experts will take the opportunity to connect their work to this plan. Our goal is to engage all sectors; indeed, to get everyone *on the same page* regarding literacy.

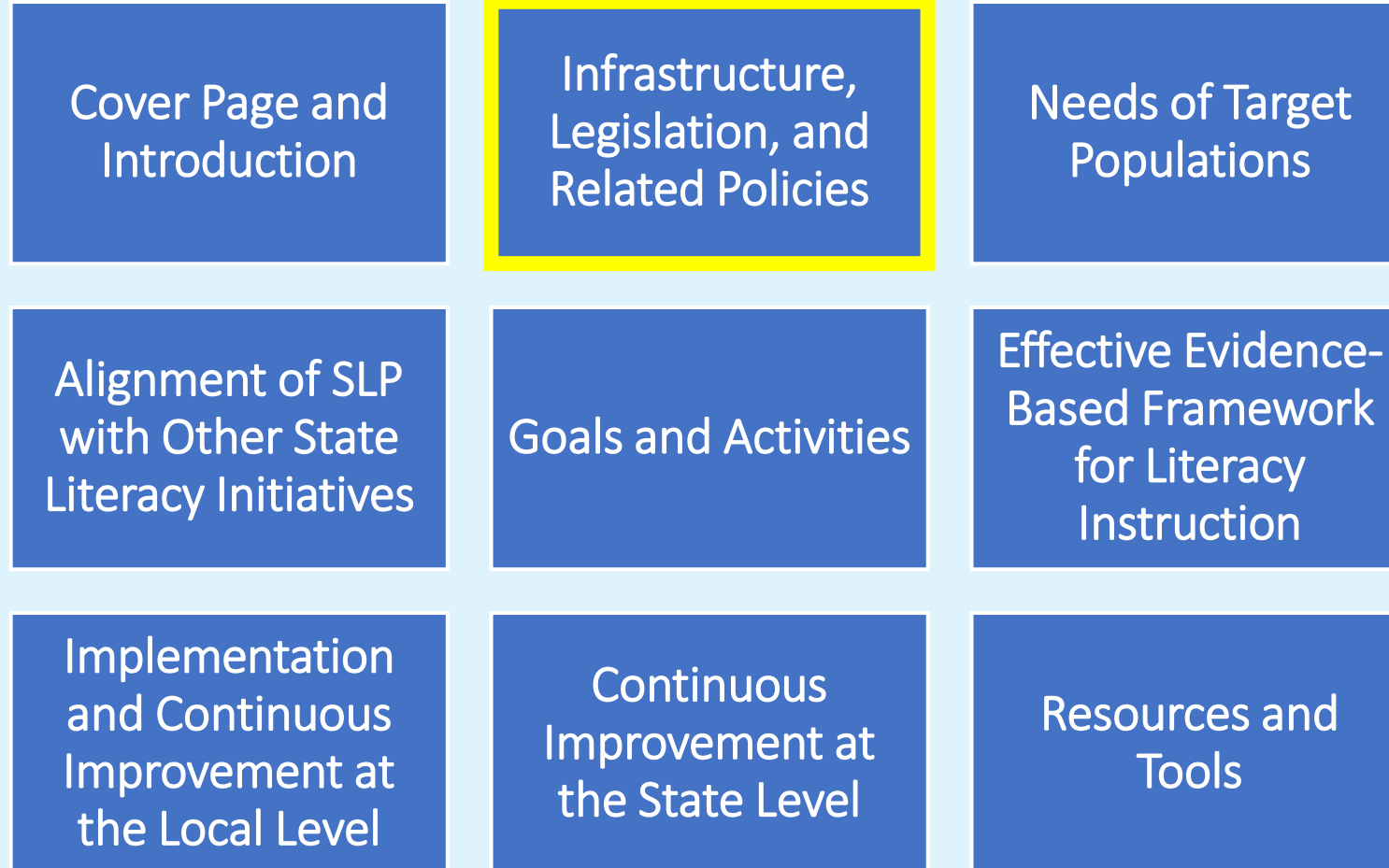
## How to Use This Plan

A statewide literacy plan can help coordinate efforts, increase partnerships, build knowledge of best practices and learning opportunities, and ultimately increase literacy and reading outcomes for Hawai'i. Expanding literacy directly supports our state's tradition of improving equity and access for all of Hawai'i's people.

This plan provides guidance to all stakeholders developing instruction and programs as part of a comprehensive literacy system in the state of Hawai'i. It can be used to:

- Improve reading instruction
- Build new partnerships
- Inform an organization's strategic plan/vision
- Provide evidence to support proposals for funding
- Identify and disseminate research-informed literacy resources
- Plan for professional learning
- Support families as a child's first teacher, and
- Increase literacy outcomes for keiki and adults across Hawai'i

# Components in Starter Kit Phases Two and Three



# Component 2: Infrastructure, Legislation, and Related Policies

- SLP Starter Kit Phase One:
  - Identify the makeup of the legislative infrastructure within your state.
- SLP Starter Kit Phase Three:
  - Describe literacy-related legislation and specify where it informs other SLP components in your SLP in plain language.



# Component 2: Infrastructure, Legislation, and Related Policies



## 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>

# Component 2: Infrastructure, Legislation, and Related Policies

## READ Act

### The Minnesota Reading to Ensure Academic Development (READ) Act

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Access and read the full legislation under [Minnesota Session Law, Chapter 55, Article 3, READ Act](#).

#### [Introduction to the READ Act: Recorded webinar](#)

This recorded webinar provides an introduction to the Reading to Ensure Academic Development (READ) Act legislation which replaces the Read Well by Third Grade legislation. The goals of this webinar include:

- To outline the implementation and requirements of the READ Act at the state and local levels
- To describe the partnerships outlined in the READ Act which include the Center for Applied Research and Educational Improvement (CAREI), the MN Service Cooperatives and Regional Centers for Excellence.
- To provide an overview of the READ Act Appropriations, and
- To share resources for updates, questions, and more information on the READ Act

# Component 2: Infrastructure, Legislation, and Related Policies

## Grades 4-12 Screening Tools Review

The Minnesota READ Act requires the Minnesota Department of Education (MDE) and the Center for Applied Research and Educational Improvement (CAREI) to review and approve literacy screening tools to identify students with characteristics of dyslexia in grades 4-12. For a tool to be reviewed for possible inclusion on our list of approved screeners for grades 4-12, this [Screening Tools Review Survey](#) and all required documentation must be submitted to MDE by **April 17, 2024**. Please email the [MDE Dyslexia Team](#) if you have any questions.

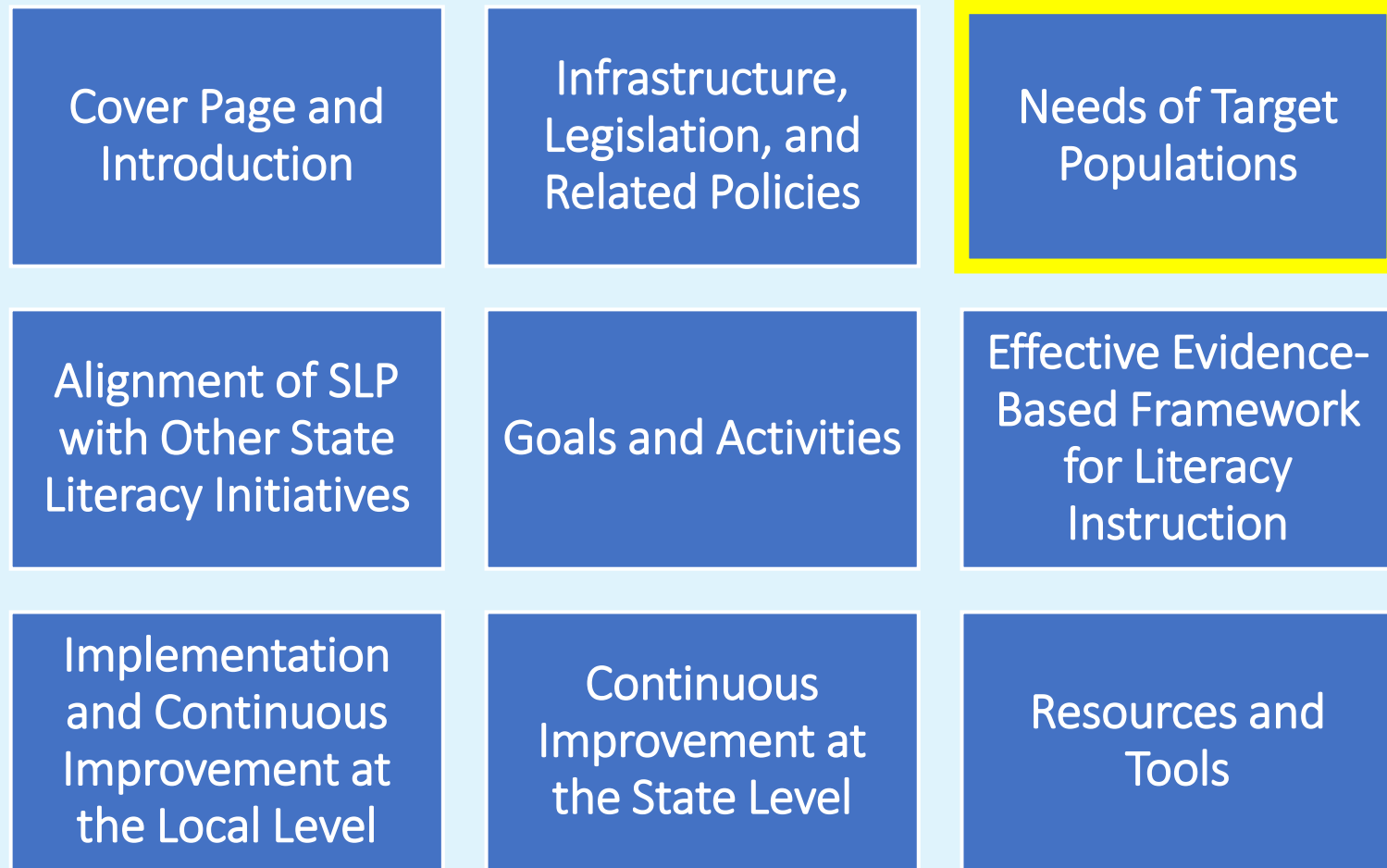
## Literacy Curricula Selection Update

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. The Minnesota READ Act statute states that a district is not required to use an approved curriculum, unless the curriculum was, or will be, purchased with READ Act funds that require a curriculum to be selected from a list of approved curricula.

View the review process and the results on the [Curricular Resources webpage](#).

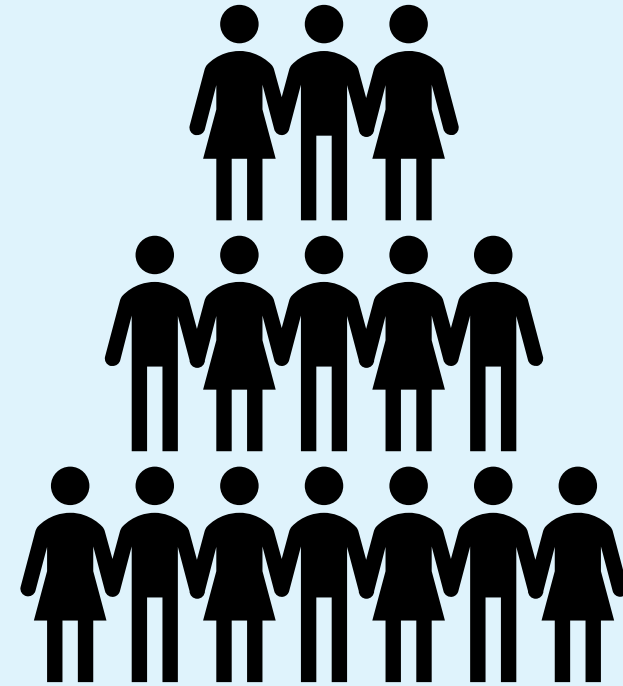


# Components in Starter Kit Phases Two and Three



# Component 3: Needs of Target Populations

- Present disaggregated data.
- Identify target populations.
- Use root cause analysis to identify areas of improvement.



# Component 3: Needs of Target Populations



## 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

# Component 3: Needs of Target Populations

## Our purpose

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 4<sup>th</sup> 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.<sup>1</sup>

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, 4<sup>th</sup> and 8<sup>th</sup> 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.

# Components in Starter Kit Phases Two and Three

Cover Page and Introduction

Infrastructure, Legislation, and Related Policies

Needs of Target Populations

Alignment of SLP with Other State Literacy Initiatives

Goals and Activities

Effective Evidence-Based Framework for Literacy Instruction

Implementation and Continuous Improvement at the Local Level

Continuous Improvement at the State Level

Resources and Tools

# Component 4: Alignment of SLP with Other State Literacy Initiatives

Inventory all active local and statewide literacy initiatives as well as your root cause analysis goals.

## State Literacy Plan Starter Kit Phase Two: Understanding SLP Components

Initiative Name	Leadership	Statewide or Local	Grade Level(s)	Duration	Funding	Needs Addressed	Goals	Evidence-Based Practices Used	Measurement/Reporting processes	Other Stakeholders Involved	Data on Effectiveness
1. In-school volunteer reader program	Community Org A Program Manager	Local	K-5	No end date	\$50,000/year	Disadvantaged students	Increase reading proficiency	Phonemic awareness	State tests	Local schools	Available annually
2.											

# Component 4: Alignment of SLP with Other State Literacy Initiatives

- Identify commonalities across initiatives.
- Collect implementation and effectiveness data.
- Identify gaps, particularly for target populations.



# Component 4: Alignment of SLP with Other State Literacy Initiatives



## 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

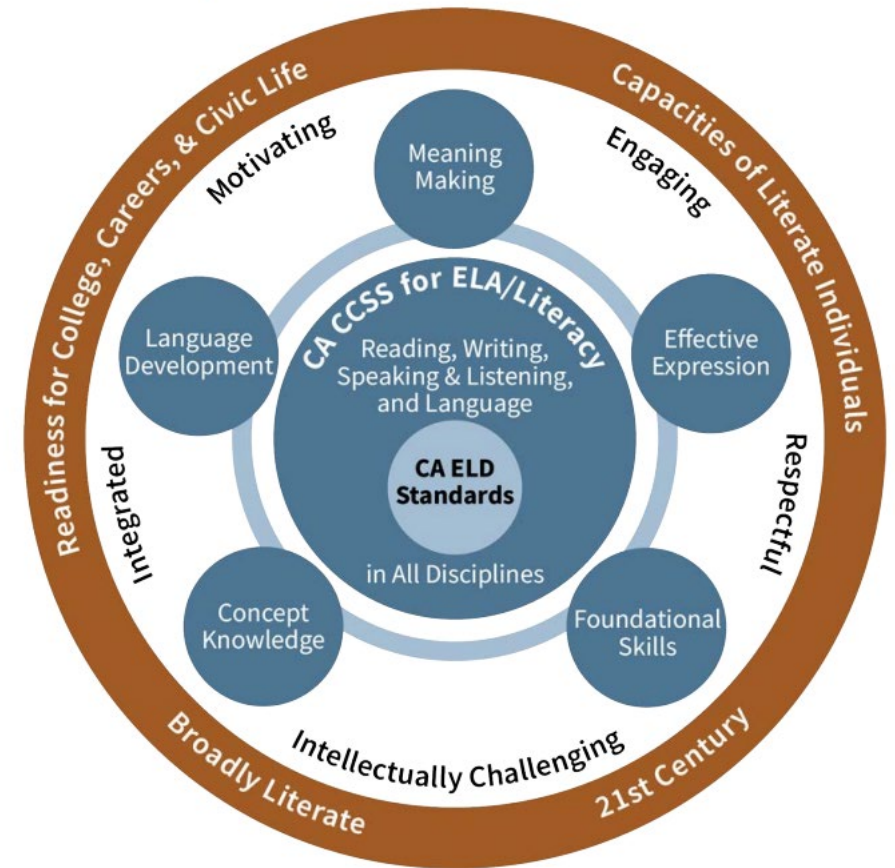


# Component 4: Alignment of SLP with Other State Literacy Initiatives

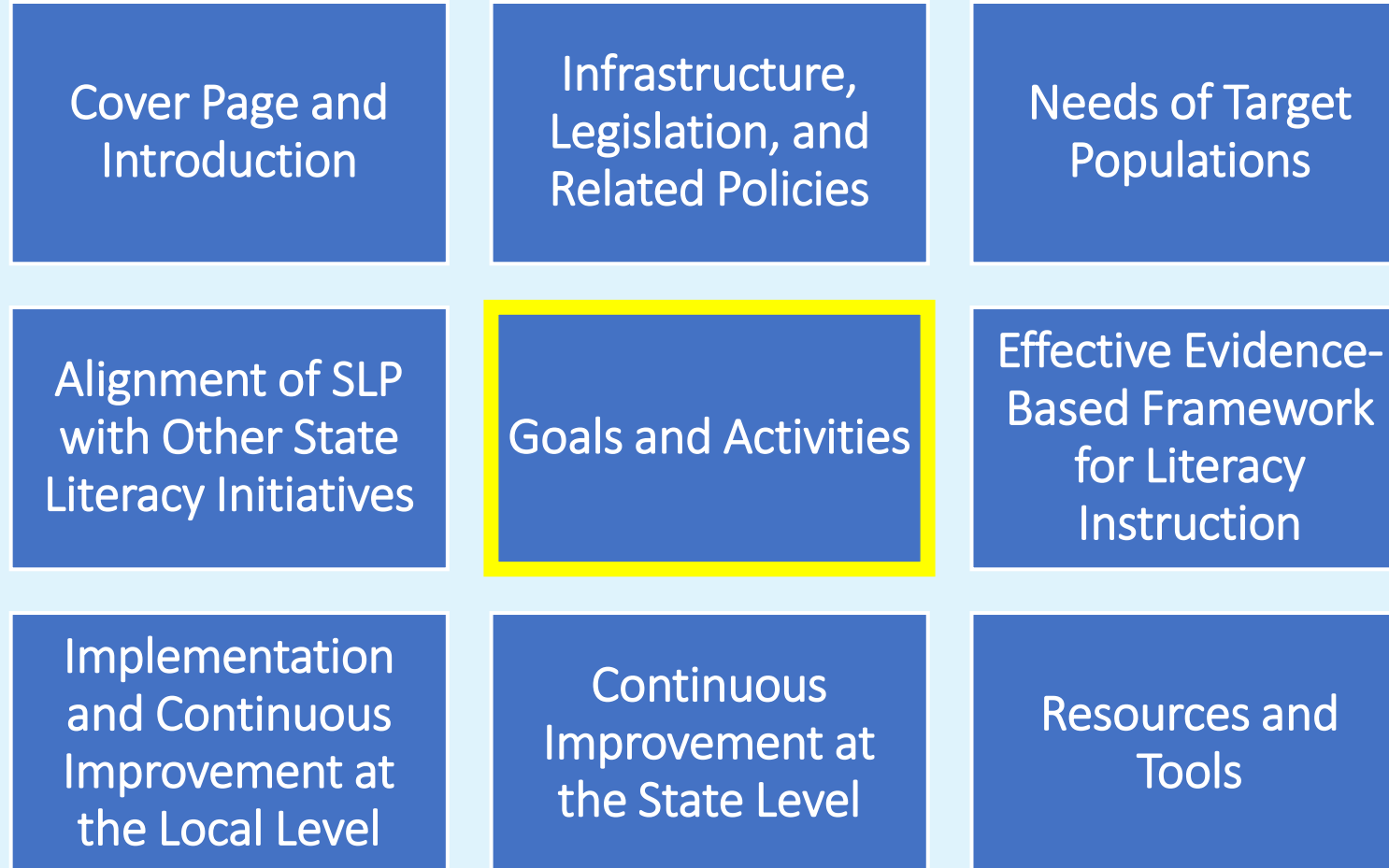
## Comprehensive and Integrated Literacy Model

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 Comprehensive State Literacy Plan (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 (MTSS) Framework.** The Comprehensive and Integrated Literacy Model described in this section 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.

Figure 2 Circles of Implementation of ELA/Literacy and ELD Instruction

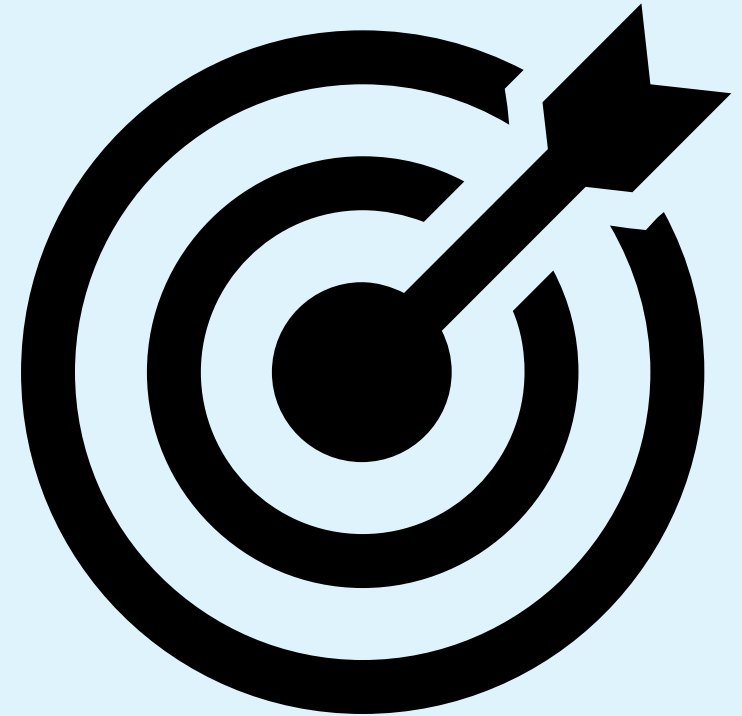


# Components in Starter Kit Phases Two and Three



# Component 5: Goals and Activities

- Develop SMARTIE goals based on data and contextual understanding
  - S: specific
  - M: measurable
  - A: achievable
  - R: relevant
  - T: time-bound
  - I: inclusive
  - E: equitable
- Align activities with the goals



# Component 5: Goals and Activities

For each activity,  
consider:



- Who?
- What?
- When?
- Where?
- Why?
- How?

# Component 5: Goals and Activities



## 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

# Component 5: Goals and Activities

## Objectives

Efforts to achieve the vision outlined in Ohio's Plan to Raise Literacy Achievement are focused on these four objectives:

1. Support quality planning and data-driven decision-making through district and school engagement in the Ohio Improvement Process.
2. Ensure districts, community schools and early childhood education programs develop meaningful, usable evidence-based language and literacy plans aligned to the state literacy plan, District Improvement Plan and that are sustainable.
3. Support the fidelity of implementation of evidence-based language and literacy practices.
4. Provide financial support for literacy improvement efforts and help identify and implement sustainable practices.

# Component 5: Goals and Activities

## **Objective 1: Support Quality Planning and Data-Driven Decision-Making Through District and School Engagement in the Ohio Improvement Process.**

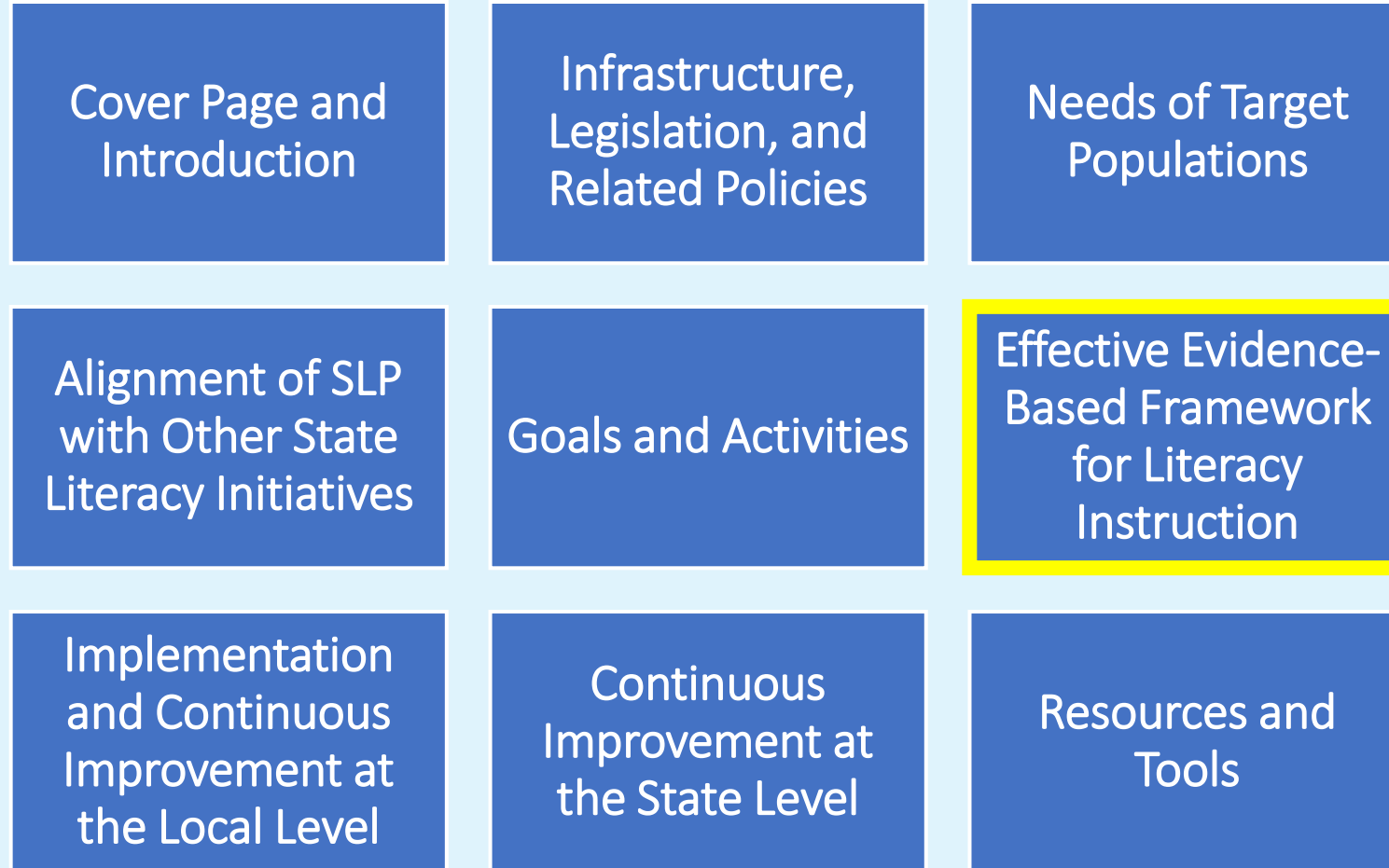
*Strategy 1: **Capacity for data-driven decision-making:*** Provide educational leaders professional development on using language and literacy data to drive district leadership team and building leadership team decision-making through a tiered support approach.

*Strategy 2: **Educator professional learning:*** Provide educators professional learning focused on using language and literacy data to drive teacher-based team decision-making through a tiered-support approach.

### *State Activities:*

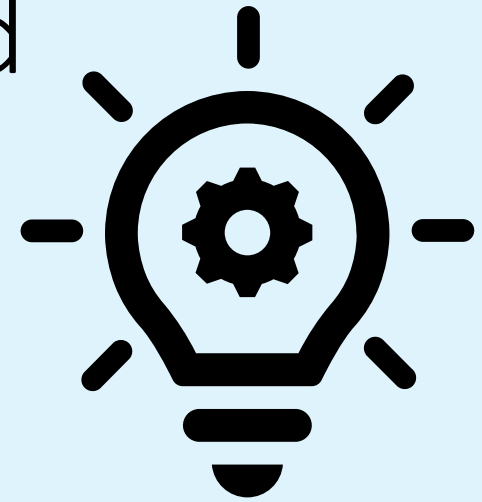
- Technical assistance webinars: Develop and provide technical assistance webinars that teach district leadership teams, early childhood education professionals, building teams and teacher-based teams how to analyze literacy data;
- Targeted technical assistance: Regional support teams develop and provide targeted technical assistance and coaching for building leadership teams focused on support for teacher-based teams; and
- Individualized technical assistance plans: Regional literacy specialists develop individualized technical assistance plans for high-needs local districts, schools and early childhood education programs developing actions to move from data and decisions to implementation. Supports help ensure implementation with fidelity and building sustainability.

# Components in Starter Kit Phases Two and Three

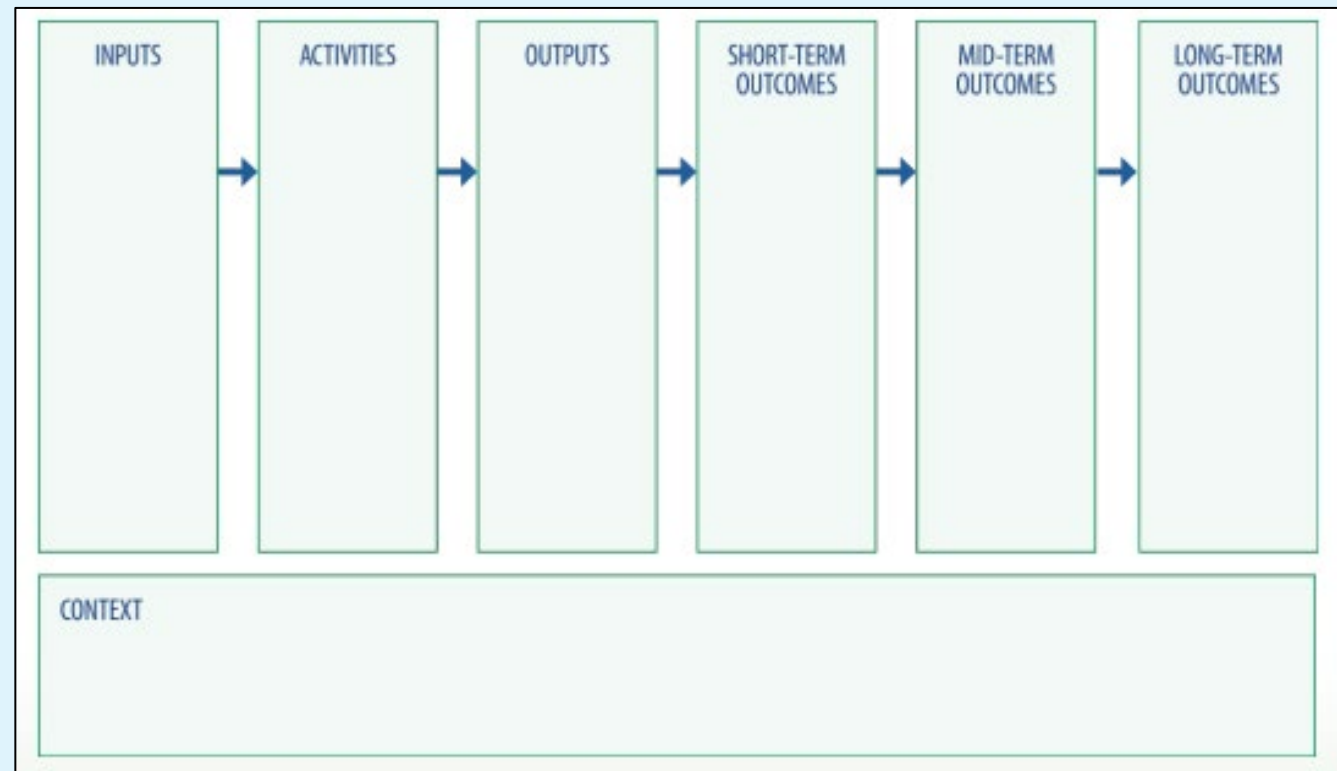




# Component 6: Effective Evidence-Based Framework for Literacy Instruction



- Develop goals, aligned activities, and supportive strategies
- Devise a logic model



# Component 6: Effective Evidence-Based Framework for Literacy Instruction

## 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>ELA/ELD Framework</i> and all other CA curriculum frameworks <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 grants 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 grant applicants No. of grant program participants No. of local literacy plans aligned to state plan Relevant, measurable outcomes for students served by the Local Literacy Lead Agencies grants	Short-term outcomes (1 year after SLP is adopted): <ul style="list-style-type: none"> <li>• Definition/diagram of comprehensive and integrated approach to literacy instruction</li> <li>• Local literacy and biliteracy planning tools and resources</li> <li>• Increased local capacity to develop literacy plans</li> <li>• Increased professional learning through the Literacy Webinar Series, which supports literacy achievement</li> </ul> Mid-term outcomes (2 years after SLP is adopted): <ul style="list-style-type: none"> <li>• Local literacy lead agencies identified</li> <li>• Increased capacity to implement local literacy plans</li> </ul> Long-term outcomes (3 years after SLP is adopted and ongoing): <ul style="list-style-type: none"> <li>• Improved student achievement in literacy</li> <li>• Deeper knowledge at state and local levels about literacy support strategies</li> <li>• Sustaining literacy supports and professional learning after the life of the local literacy lead agency grant</li> </ul>

# Components in Starter Kit Phases Two and Three

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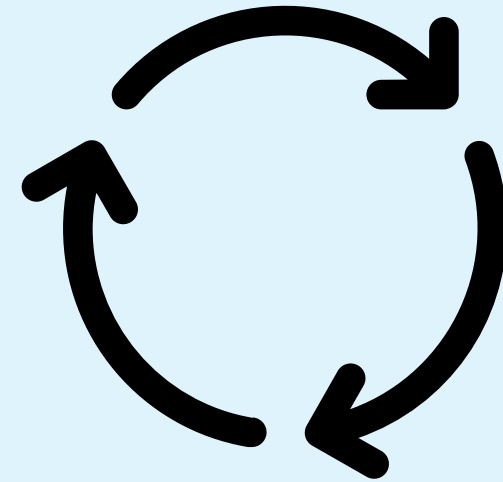
Implementation  
and Continuous  
Improvement at  
the Local Level

Continuous  
Improvement at  
the State Level

Resources and  
Tools

# Component 7: Implementation and Continuous Improvement at the Local Level

- SLP outlines expectations:
  - Student progress
  - MTSS
  - Evidence-based interventions
  - Professional learning
- SEA supports



# Component 7: Implementation and Continuous Improvement at the Local Level



## 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)

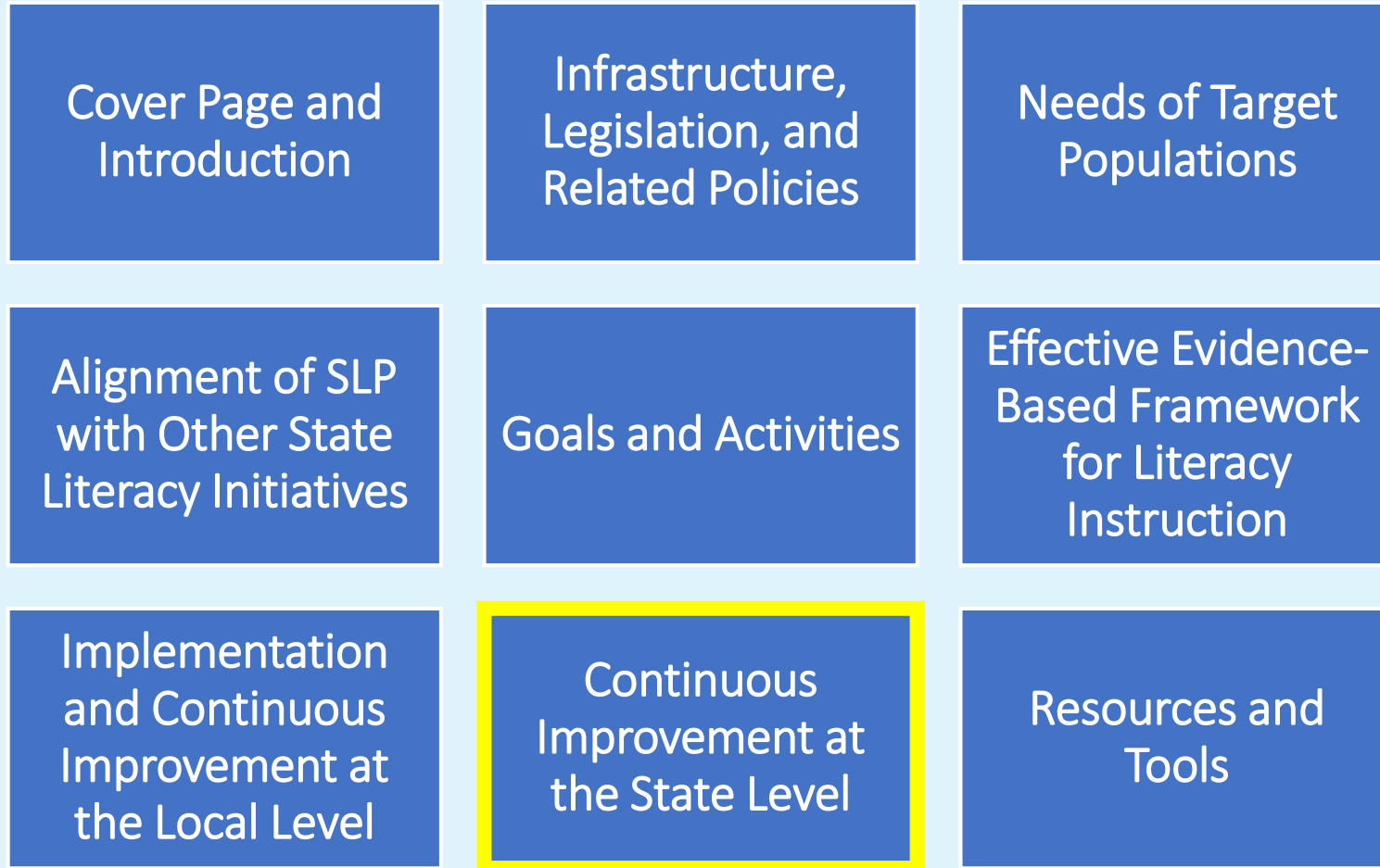
<https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf>, Page 107

# Component 7: Implementation and Continuous Improvement at the Local Level

Outputs
No. of webinar participants
No. of positive evaluations for webinars from participants
No. of LEAs receiving technical assistance
No. of grant applicants
No. of grant program participants
No. of local literacy plans aligned to state plan
Relevant, measurable outcomes for students served by the Local Literacy Lead Agencies grants

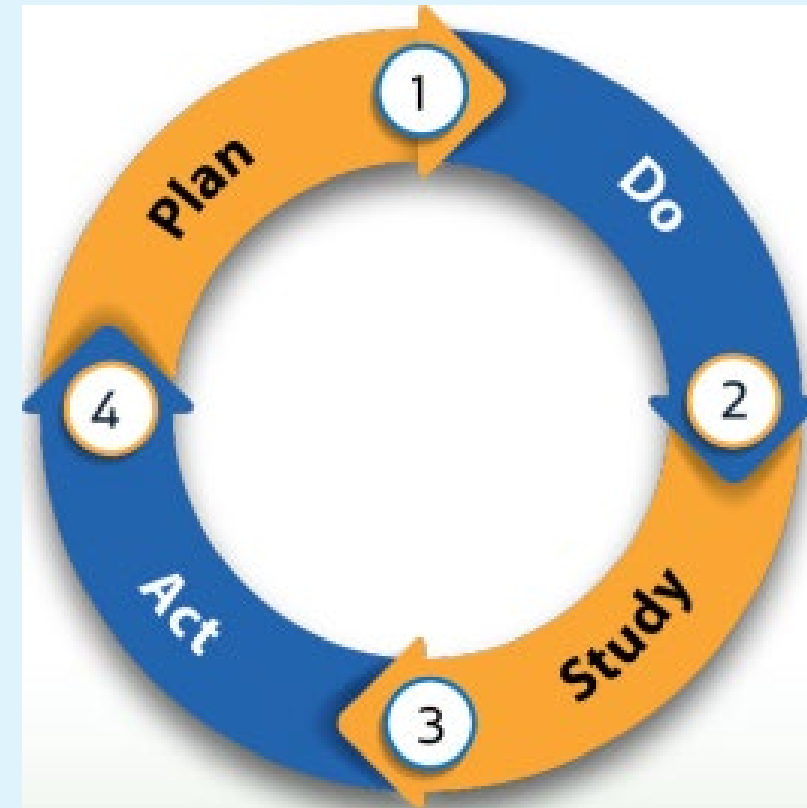
At the local level, LEAs are encouraged to examine the progress of literacy improvement actions, outputs, and strategy-aligned milestones. LEAs may establish local literacy teams responsible for implementation and monitoring that meet regularly to discuss progress and report to leadership teams for support. Important members of the literacy team may include district and site administrators, teachers, specialists, teacher librarians, and other appropriate staff.

# Components in Starter Kit Phases Two and Three



# Component 8: Implementation and Continuous Improvement at the State Level

- Continuous improvement cycle
  - Plan-Do-Study-Act (PDSA) Stages
- Timeline for revisions
- Transparency on measures of effectiveness





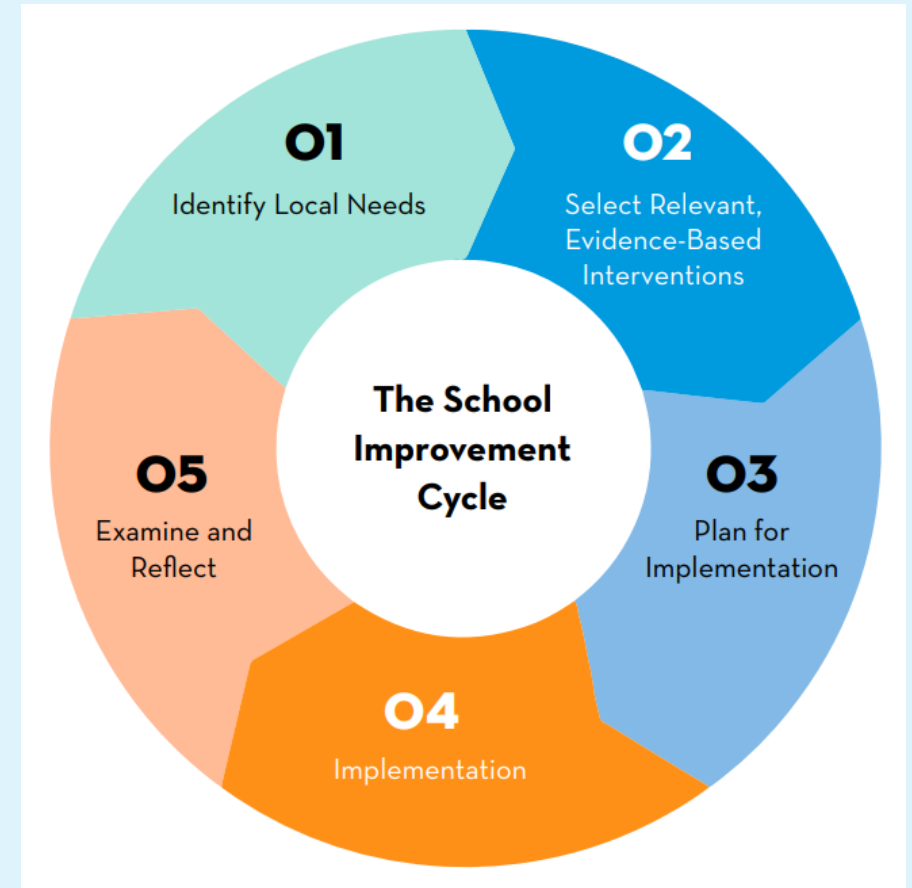
# Component 8 : Implementation and Continuous Improvement at the State Level



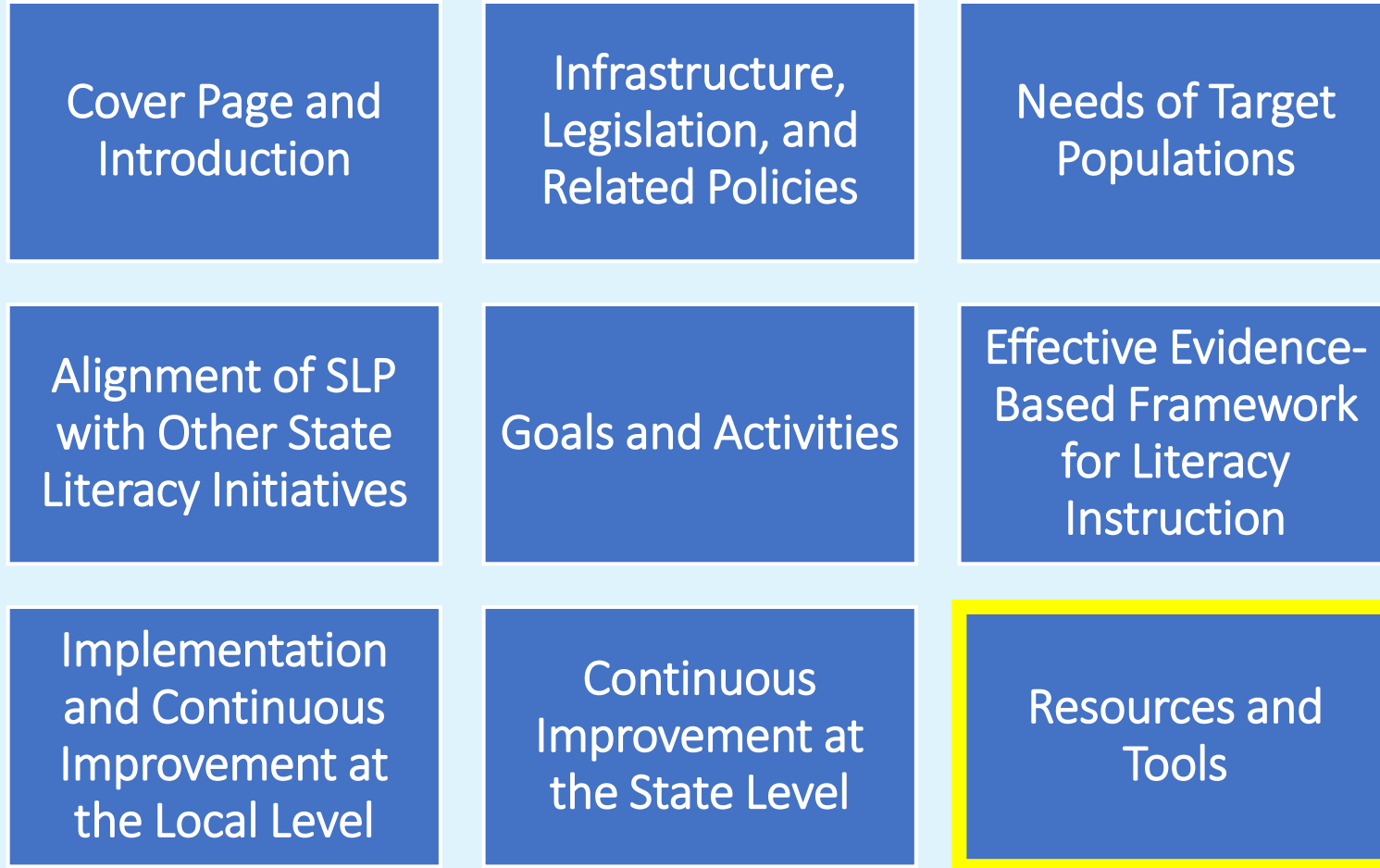
## Real-World Example: District of Columbia

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

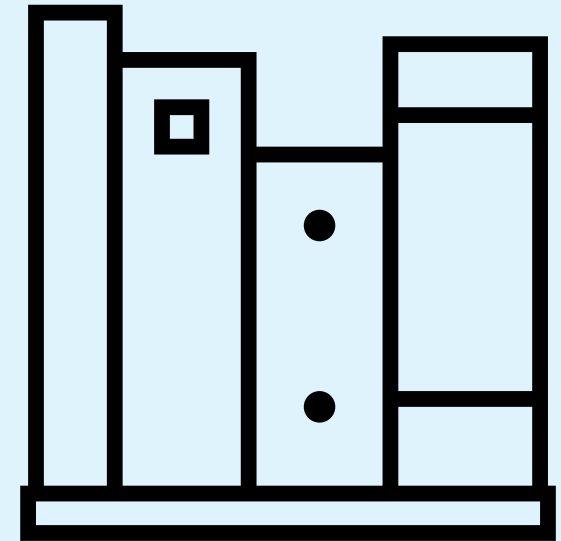


# Components in Starter Kit Phases Two and Three



# Component 9: Resources and Tools

- 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.
- Identify curricula and products to recommend to LEAs for implementing specific aspects of your SLP.
- Gather a library of high-quality online literacy resources prescreened for effectiveness.



# Component 9: Resources and Tools



## Real-World Example: Wyoming

### Resource Categories

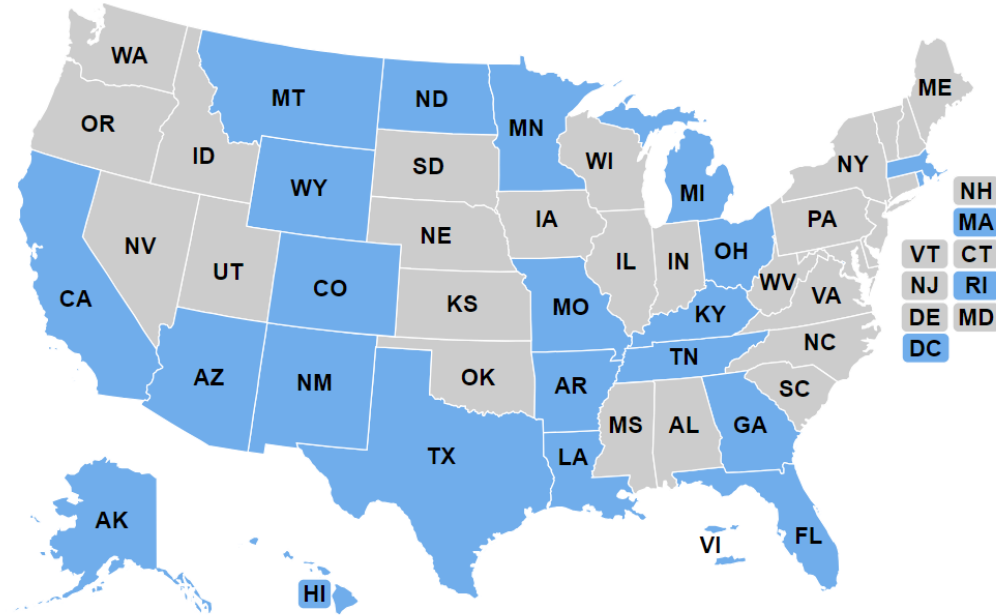
- Exemplar Reading Plan Template
- Videos: How does the brain learn to read? What can get in the way? What can we do about it?
- Free Evidence-Based Reading and Writing Instruction Guidance
- Free Evidence-Based Teaching Resources
- Additional Teaching Resources
- Supplemental Instructional Programs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

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

# PLM: State Literacy Plan Findings from CLSD Grantees

## CLSD Grantees with State Literacy Plans and Literacy Legislation

Click on each highlighted state or outlying area below to view the CLSD grantee's project information, SLP (if publicly available), and supporting resources and legislation.



# 3-2-1 Protocol

**3** things I learned

**2** things I want to try

**1** thing I still wonder about

# Upcoming events

- Continue to check out the [SLP webpage](#) for additional resources.
- April CoP: Wednesday, April 24, from 2:00 – 3:00 p.m. ET
- TA Webinar on Dyslexia and SLP Implications: Wednesday, May 8, from 11:00 a.m.-12:00 p.m. ET
- May CoP: Wednesday, May 22, from 2:00 – 3:00 p.m. ET



**Comprehensive  
Literacy State  
Development**

**National  
Literacy  
Center**



# Wrap Up

Contact Us

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