Roadmap of the Nine State Literacy Plan (SLP) Components

Although SLPs should be tailored to States' unique contexts and needs, comprehensive SLPs typically contain nine common components. This roadmap provides an overview of each component and highlights relevant resources from the Comprehensive Literacy State Development (CLSD) National Literacy Center.

SLP Resources

For general resources about SLP creation, revision, and implementation, see:

- SLP Starter Kit
    - Technical Assistance Webinar: Writing an SLP with Guidance from Starter Kit Phases Two and Three
- SLP Self-Assessment Tool
    - User Guide: SLP Self-Assessment Tool
    - Technical Assistance Webinar: Self-Assessment Tool and User Guide
- Fact Sheet: Stages of Development for a State Literacy Plan
- Professional Learning Modules:
    - Partnerships with Institutions of Higher Education
    - SLP Findings from CLSD Grantees

1 Cover Page and Introduction

- Explains why the SLP or SLP revisions are necessary in the context of the State's specific needs and evidence-based advancements in best practices.
- Provides an overview of the contents and how to use the document.

2 Legislation and Policies

- Offers information on literacy-related legislation and policies emerging from the State's legislature and legislative committees, State educational agency, Governor's office, State boards of education, public-private partnerships, State-level legislative committees, and/or advisory committees.
- Concisely describes the content of such legislation and policies (e.g., dyslexia, evidence-based practices, reading screeners and interventions, curricula/materials) and how they align the SLP with State priorities and may impact implementation.
- Highlights additional relevant aspects of literacy-related legislation and policies, such as funding, monitoring protocols, and implementation plans.
- Dyslexia: A State Guide

To learn more about State Literacy Plans, visit the **CLSD National Literacy Center**.

3 Alignment With Other State Literacy Initiatives

- Explores common elements, strategies, and means of synergizing efforts among other State initiatives that could affect literacy, such as those led at the local level and/or by health and human service agencies, mental health service agencies, or juvenile justice agencies.
- Highlights existing gaps in evidence-based practices or services that the SLP can address.

4 Needs of All Students

- Analyzes data to identify broad range of needs, such as students with disabilities and English learners.
- Presents how the needs of all students will be addressed by the SLP.
- Includes the use of universal screening strategies to support all students.

5 Effective Evidence-Based Framework for Literacy Instruction

- Establishes the foundation of the SLP by presenting an evidence-based literacy framework aligned with current research, national standards, and State goals. This framework may be supported by a clearly articulated theory of change and logic model that connect inputs, activities, outputs, and intended literacy outcomes across grade levels and populations.
- Describes and contextualizes evidence-based strategies used throughout the plan, including:
  ° Reading and writing instruction grounded in evidence-based programs and writing development research.
  ° Implementation of high-quality instructional materials aligned with rigorous academic standards.
  ° Integration of multitiered systems of support to ensure tiered, data-driven interventions that meet the needs of all learners.
  ° Differentiated instruction strategies tailored to support all students, including students with disabilities, English learners, and advanced learners.
  ° References to specific studies, frameworks, or practice guides (e.g., What Works Clearinghouse, Evidence for ESSA, or State-endorsed resources) that support the identified approaches.
  ° Description of how the framework informs instructional practices, professional development, assessment strategies, and resource allocation across the educational system.
- Context and Considerations: Companion to Creating an Evidence-Based Framework
- Logic Models for State Literacy Plans

6 Goals and Activities

- Identifies at least one **SMART** goal for each need identified.
  ° **S** – Specific
  ° **M** – Measurable
  ° **A** – Achievable
  ° **R** – Relevant
  ° **T** – Time-bound
- Identifies the evidence-based activities that lead to achieving the goal. Multiple activities may support each goal, and the activities may change over the course of implementation.
- Establishes a plan for data collection and analysis to monitor progress toward goals.

7 Implementation and Continuous Improvement at the Local Level

- Explains the level and features of support, monitoring, and evaluation that the State will provide for local educational agencies (LEAs).
- Describes how continuous improvement will be incorporated into implementation.
- Implementing a State Literacy Plan at the Local Level
- Local Dissemination of State Literacy Plans E-Learning Course

8 Continuous Improvement at the State Level

- Communicates the plan for the State-level continuous improvement cycle, including procedures and timelines for data collection and analysis.
- Outlines a process for regular review and refinement of the framework based on emerging evidence, implementation data, and student outcomes.

9 Resources and Tools

Provides materials, such as a list of online resources, technical assistance materials, and information on submitting inquiries, to support LEAs and other stakeholders.

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