

Comprehensive
Literacy State
Development

National
Literacy
Center



State Literacy Plan Starter Kit

Revised 2025





Comprehensive Literacy State Development

**National
Literacy
Center**

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Introduction

About State Literacy Plans

A State literacy plan (SLP) represents the cornerstone of a State's approach to comprehensive literacy instruction, provides a framework for implementing evidence-based instructional practices related to literacy, guides the State's efforts to improve literacy skills, fosters a culture of lifelong learning, and addresses the unique needs of all students. Additionally, an SLP offers practical guidance for (1) elevating literacy instruction and professional practice and (2) describing how data can help drive implementation and continuous improvement.

An SLP does the following:

- Serves as a living document that guides literacy-related activities, professional development, and student learning;
- Establishes partnerships and relationships through engagement;
- Breaks down silos and facilitates collaboration; and
- Addresses the needs of the community and all students by looking through the lenses of multiple stakeholders.

In addition, State educational agencies (SEAs) often:

- Employ literacy experts in the SLP building and revision process; and
- Establish development processes that draw on the necessary capacity to complete the process efficiently.



Using This SLP Starter Kit

Purpose

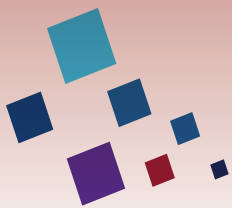
The *SLP Starter Kit* is designed to support SEAs in creating or revising their SLPs. In this kit, SEAs will find guidance, tools, and resources aligned with each stage of the SLP development process.

Organization

The *SLP Starter Kit* is organized into four phases:

- **[Phase One: Understanding SLP Components](#)**. Phase One includes information about the components and subcomponents typically included in a comprehensive SLP. It may be especially useful for SEAs without an existing SLP or those seeking to revisit the foundational elements of effective literacy planning. It might be helpful to review Phase One prior to completing the [SLP Self-Assessment Tool](#) to build understanding of the components.
- **[Phase Two: Preparing, Writing, and Revising an SLP](#)**. Phase Two outlines the steps to complete before writing an SLP, including forming stakeholder groups and conducting a needs assessment. It also includes guidance on drafting, selecting, and organizing the components and subcomponents of the SLP. SEAs with an existing plan might find this phase useful when updating or refining their current SLPs.





- [Phase Three: Disseminating an SLP](#). Phase Three includes information on disseminating an SLP. It focuses on strategies for sharing the SLP with key audiences, including internal and external stakeholders. SEAs might refer to this phase when preparing to build awareness and support for their plans at the State and local levels.
- [Phase Four: Implementing an SLP](#). Phase Four provides practical guidance, tools, and real-world examples to support the effective implementation of SLPs. It highlights key focus areas, State spotlights, and resources to illustrate successful strategies and approaches.

The *SLP Starter Kit* is designed to support SEAs at any stage of the SLP development or revision process. Because SEAs may begin this work from different entry points based on their contexts and needs, the *SLP Starter Kit* is flexible. Teams can choose to start with the phase most aligned to their goals, timeline, or current progress.

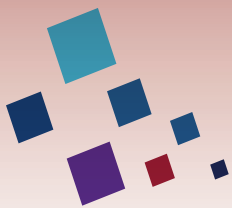
- **SEAs without an existing SLP** might wish to start with [Phase One: Understanding SLP Components](#), which contains foundational explanations and real-world examples of each component of an SLP.
- **SEAs with an existing SLP** might choose to focus on specific phases of the *SLP Starter Kit* to meet their current needs:
 - [Phase One: Understanding SLP Components](#), as noted above, contains foundational explanations and real-world examples of each component of an SLP.
 - [Phase Two: Preparing, Writing, and Revising an SLP](#) is focused on the development process, how to strengthen the structure of your plan, and strategies for building and engaging a stakeholder group or an SLP writing team.
 - [Phase Three: Disseminating an SLP](#) includes information on strategic stakeholder engagement and communication efforts, ensuring key audiences are informed and understand the literacy-related goals.
 - [Phase Four: Implementation](#) focuses on planning and strengthening your literacy plan implementation, using real-world examples to model successful strategies and adapt ideas that fit your own goals.

Supporting Resources

The Comprehensive Literacy State Development (CLSD) National Literacy Center also offers several resources to support the development or revision of an SLP.

- The [SLP Self-Assessment Tool](#) helps States assess components of an existing SLP.
- The [Roadmap of the Nine SLP Components](#) provides an easy-to-understand overview of the components.
- The [Quick Start Guide for a Collaborative Planning Session on SLP Development](#) assists SLP teams in planning and outlining the components of their SLPs.





Phase One: Understanding SLP Components

Phase One of the *SLP Starter Kit* provides thorough explanations of each component of an SLP—its background, rationale, and application—and helps pair the SLP’s recommended strategies with the State’s identified needs and goals. Examples from real-world SLPs and sample SLP snapshots written from the point of view of fictional “State A” help illustrate what each component looks like in practice. Phase One also provides a list of additional considerations and suggested resources for each component.

Upon completing Phase One, you will understand the components of an SLP. This information will prepare you for writing your SLP. If you are revising an SLP, it will assist you in making those revisions.

The nine most common SLP components are listed below with additional detail:

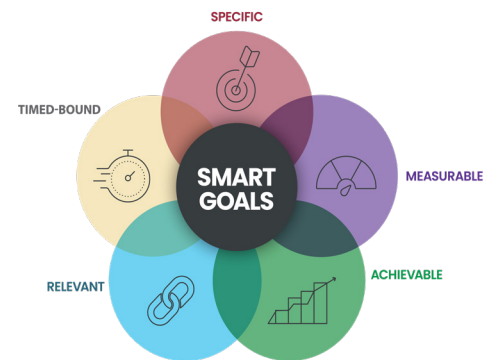
1. [A cover page and introduction](#)
 - Explains why the SLP or SLP revisions are necessary in the context of the State’s specific needs and evidence-based advancements in best practices.
 - Provides an overview of the contents of and how to use the document.
2. [Infrastructure, legislation, and related policies](#)
 - Offers information on literacy-related laws and policies emerging from the State’s legislature and legislative committees, the SEA, the governor’s office, State boards of education, public–private partnerships, and/or advisory committees.
 - Concisely describes the content of such laws and policies (e.g., dyslexia, evidence-based practices, reading screeners and interventions, and curricula/materials) and how they align the SLP with State priorities and may affect implementation.
 - Highlights additional relevant aspects of literacy-related laws and policies, such as funding, monitoring protocols, and implementation plans.
3. [Alignment of SLP 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 a broad range of needs, such as the needs of students with disabilities and the needs of English learners (ELs).
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 (MTSS) to ensure tiered, data-driven interventions that meet the needs of all learners;
 - Differentiated instructional strategies adjusted to support all students, including students with disabilities, ELs, and advanced learners;
 - References to specific studies, frameworks, or practice guides (e.g., the What Works Clearinghouse, Evidence for ESSA, or State-endorsed resources) that support the identified approaches;
 - A description of how the framework informs instructional practices, professional development, assessment strategies, and resource allocation across the educational system; and
 - An outline of a process for regular review and refinement of the framework based on emerging evidence, implementation data, and student outcomes.

6. [Goals and activities](#)

- For each need identified, identifies at least one SMART goal:
 - 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](#)

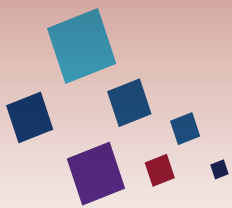
- Explains the level and features of support, monitoring, and evaluation that the State will provide for local educational agencies (LEAs).
- Describes how continuous improvement will be incorporated into implementation.

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.

9. [Resources and tools](#)

- To support LEAs and other stakeholders, provides materials such as a list of online resources, technical assistance (TA) materials, and information on submitting inquiries.



Component 1: Cover Page and Introduction

Component Overview

- 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.

Background, Rationale, and Application

The cover page and introduction provide basic information about the importance of the SLP to the State's literacy initiatives and explains the SLP's relationship to evidence-based literacy instruction. In addition, the introduction provides information on how the SLP can help the reader apply the recommended strategies and practices.

The cover page may contain engaging graphics and essential information, such as the SLP's title and the publication or revision date. Use the tips below to craft your introduction.

- **Draft the introduction last** to ensure it accurately reflects the final document.
- **Explain concisely** the need to write or revise an SLP in the context of your State's specific needs and evidence-based advancements.
- **Provide an overview** of how to use the document, including instructions on where to start and how to implement the strategies and practices contained in the SLP.
- **Address the document to a broad audience.**
- **Communicate**, as concisely as possible, how the components you chose to include in the SLP relate to one another as a cohesive plan.

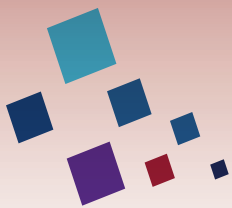
Real-World Example: Oklahoma



The [*PROPEL Oklahoma Forward*](#) comprehensive literacy plan serves as a guide for districts and individual schools to establish evidence-based language and literacy teaching and learning for all learners from birth through Grade 12. Acquiring language and literacy skills affects learners' access to and interest in content materials and instruction at all grade levels, influencing every aspect of their lives. Language and literacy are foundational to all education, making it critical that every educator and educational activity promote their development.

PROPEL Oklahoma Forward outlines a literacy framework aimed at fostering proficiency in reading, writing, and communication for all learners in the State. It is driven by scientific research and rooted in an MTSS, which includes implementing data-based, differentiated, and evidence-based practices in a variety of educational settings. Specifically, this plan provides guidance and recommendations for educators, families, and communities to consider as they strive to ensure high-quality literacy instruction for all students.





Fictional State A: Introduction

Below is an example of a midsize State with a mix of urban and rural counties, a shifting population of student subgroups, and a new State law on evidence-based practices for literacy instruction. The sample SLP content below reflects the State's situation, much as your SLP will address the real needs and circumstances in your State. Additionally, your SLP will provide a more detailed, comprehensive portrait than the brief examples featured in this kit.

Example Introduction

In the decade and a half since the publication of our previous SLP, educators, policymakers, and other stakeholders have learned much about evidence-based practices for effective literacy instruction. Much has also changed within our State. For example, student demographics have shifted; the capital metropolitan area has grown; and the populations of many rural counties have decreased. In addition, Literacy Law 123B, enacted last year, requires the implementation of evidence-based literacy-related practices throughout the State.

As part of our review resulting from this law, we found that LEAs across the State currently use a wide range of practices in literacy instruction. Reading outcomes vary, with the student groups most in need of targeted support being English learners, students in rural counties, and students with disabilities. In some cases, mean achievement gaps of up to 30 percentage points in State reading/language arts assessments persist between groups of students in need of targeted support and groups of students from suburban neighborhoods. We also found that the approach outlined in the previous SLP was never fully disseminated and that local staff members often had little knowledge of that plan.

Therefore, a comprehensive SLP would benefit our State and support its long-term goal of ensuring that all students read at grade level by Grade 3. In addition, a comprehensive SLP will strengthen literacy instruction for all students so that they can graduate with the oral and written language skills needed for college and career success. We will implement this plan beginning in school year 2026–27.

Additional Reflections: Cover Page

For the cover page, your SEA could:

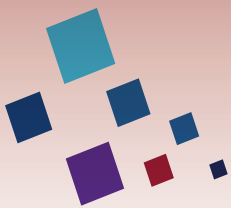
- Use cover page design elements that will engage your users, with special attention to how and where you prominently display the release date; and
- Plan for any future revisions (annually, for example).

Additional Reflections: Introduction

In developing the introduction, your SEA could:

- Research literacy trends in your State, reflect on how the data have changed in recent years, identify how those data are meaningful to your readers, and create bullet points that will drive your message;



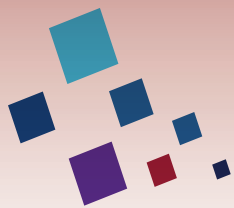


- Craft language that clearly conveys why your State is creating or updating its SLP and include examples such as State data on needs, new research, and building positive messaging that promotes buy-in; and
- Articulate the SLP's purpose, draw important distinctions from any prior SLPs, and provide users with a broad understanding of how these changes will affect literacy instruction.

Resources for Introduction

- **Previous SLPs.** Review past SLPs to ensure that the new SLP aligns with the existing structure as appropriate.
- **State Data.** Summarize State-specific data, such as standardized test scores or responses from surveys of LEAs and literacy leaders.
- **Grant Applications.** If your State has received literacy grants, review the associated grant applications for up-to-date data describing literacy-related needs.
- **State Legislation and Policy.** Summarize literacy-related laws, initiatives, and policies in your State.
- **National Literacy Data.** Access national data sources on literacy, such as [The Nation's Report Card](#) and the U.S. Department of Education's [National Center for Education Statistics](#).
- **Federal Legislation.** Familiarize the team with Federal laws on literacy. (See the resource list under Component 2.)





Component 2: Infrastructure, Legislation, and Related Policies

Component Overview

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

Background, Rationale, and Application

Your State's literacy infrastructure includes:

- The SEA, the governor's literacy initiatives, boards of education throughout the State, literacy-focused public-private partnerships, State-level legislative committees, and State literacy-focused advisory committees;
- Existing policies, practices, and laws;
- Educators;
- Students and families;
- Community organizations;
- Institutions of higher education (IHEs); and
- Members of commerce and industry.

It is important to understand critical relationships among the various components of the State's literacy infrastructure as you prepare to develop a comprehensive and effective SLP.

Legislation

State laws that indirectly or directly affect literacy education should help form the core of your SLP. Almost every State has enacted laws requiring changes in literacy-related instruction. Many of these laws prescribe the adoption of evidence-based practices and the use of evidence-based materials. It is helpful to include background information of laws and policies that connect the SLP with State priorities. Table 1 lists common literacy-related topics that State laws may address.



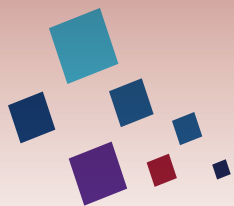


Table 1. Common Literacy-Related Topics in State Laws

Topic	Examples
Age or grade bands	<ul style="list-style-type: none">• Early literacy• Kindergarten readiness• Reading at grade level by Grade 3• Secondary literacy
Needs of all learners	<ul style="list-style-type: none">• Dyslexia• Bilingual education/ELs
Teachers	<ul style="list-style-type: none">• Teacher preparation• Licensure and credentialing• Professional learning
Structures and systems	<ul style="list-style-type: none">• Standards• Assessments• Tutoring and out-of-school-time programs
Instructional strategies and interventions	<ul style="list-style-type: none">• Evidence-based practices• High-quality curricula/materials• Reading interventions• Literacy supports (e.g., coaches, literacy specialists, mentors, and TA)

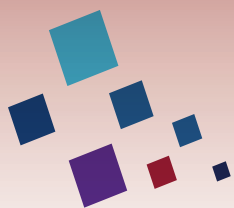
To aid your team’s understanding of your State’s laws, engage discussions with these guiding questions.

- What laws have been enacted that affect literacy-related instruction?
- Is funding tied to the laws? How is the funding distributed?
- Are there implementation plans or timelines tied to the laws?

Recent laws or policies in your State may serve as the foundation for much of your SLP or SLP revisions. Common components of the laws or policies that you might highlight and incorporate into your SLP include the following.

- **Scope.** The breadth and focus of the laws—what areas of literacy they address and at which levels (e.g., early childhood, K–12, and adult education).
- **Target Audience.** The specific groups affected, such as students, educators, administrators, and community stakeholders.
- **Objectives and Goals.** The intended outcomes of the laws, such as promoting family literacy, supporting struggling readers through intensive intervention, or providing additional support for educators.
- **Responsibilities of Stakeholders.** The roles and obligations of governmental agencies, educational institutions, teachers, parents, and other stakeholders in implementing the laws.





- **Funding.** The financial resources and funding mechanisms available to support literacy initiatives and programs, including State allocations, Federal grants, and local funding sources.
- **Implementation Timeline.** A detailed schedule of when the laws take effect, key benchmarks, and implementation goals and plans.

Policies

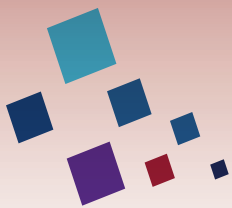
Finally, examine nonlegislative policies in your State that relate to literacy. Sources include:

- The governor's priorities;
- Reading or education partners; and
- State regulations.

The chart below provides some common examples of State laws and policies related to literacy.

Table 2. Examples of State Literacy Legislation and Action Steps	
Aspect of Literacy-Related Laws and Policies	Examples of Action Steps
Definitions of Literacy	Align the plan's language with Federal and State definitions of literacy-related terms (e.g., "reading," "writing," "listening," and "speaking").
Requirements for Evidence-Based Practices	Ensure strategies and interventions align with the evidence tiers in the Elementary and Secondary Education Act of 1965 (ESEA) as amended (strong, moderate, promising, and demonstrates a rationale).
Focus on Early Literacy	Include goals and initiatives targeting reading proficiency by Grade 3.
Assessment and Screening Mandates	Incorporate use of approved screeners, progress monitoring, and diagnostic tools.
Support for All Students	Address literacy supports for all students, including ELs and students with disabilities.
Professional Learning Requirements	Embed training requirements such as evidence-based instructional strategies for K–3 teachers.
Parent and Family Engagement	Develop outreach and notification strategies to involve families in literacy development.
Data Reporting and Accountability	Plan for collection and public reporting of literacy-related progress and data.
Funding and Resource Allocation	Align the use of Federal and State funds with allowable activities supporting literacy initiatives.
Alignment With Broader Statewide Initiatives and Policies	Ensure the literacy plan supports existing initiatives such as MTSS or early childhood education.





Real-World Example: Minnesota



The Minnesota SLP was originally written in 2017 and has undergone continual revision to align with the State's statute related to literacy. In Minnesota, laws are the primary driver of the requirements and activities outlined in the SLP. The Minnesota Department of Education updates the SLP to incorporate new priorities from annual legislative sessions. The State's Reading to Ensure Academic Development Act, known as the READ Act, mandates several key components, including:

- Professional development in structured literacy;
- Adoption of evidence-based curricula, interventions, and instructional practices;
- Use of approved universal screeners for kindergarten through Grade 3;
- Dyslexia screening tools for students in grades 4–12 who do not meet grade-level benchmarks;
- Parental notification requirements;
- Establishment of the Regional Literacy Network to support implementation; and
- Alignment with the Minnesota Multi-tiered System of Supports (MnMTSS) framework.

As noted above, Minnesota ensures its current goals and activities are aligned with the State's recently enacted laws related to literacy. Additionally, LEAs incorporate these changes within their district literacy plans, ensuring that legislative priorities are addressed at the local level.

Real-World Example: Missouri



Missouri's SLP—[*Read, Lead, Exceed: Steps for Success*](#)—is firmly grounded in State laws and guided by established educational policy. The plan was revised to align with Missouri Senate Bill 681, which was enacted in 2022 and supports the development of a comprehensive system of services to improve literacy-related outcomes and ensure that all students are proficient readers by the end of third grade.

The law also requires all LEAs to implement evidence-based reading instruction, foundational reading assessments, and reading success plans for students with significant reading deficiencies. In addition, it requires that teachers have access to professional learning aligned with evidence-based practices. The Missouri Department of Elementary and Secondary Education supports these activities in the SLP by focusing on professional development related to structured literacy. Missouri's plan outlines steps for LEAs to develop and implement district literacy plans to ensure student success.

The Missouri SLP is more than just a guidance document; it is a framework for LEAs to align resources, practices, and systems with evidence-based reading instruction.

Additional Reflections: Infrastructure

Your SEA might consider the following topics and issues related to literacy infrastructure:

- Understand the full extent of how your State develops literacy-related priorities. You should consider laws, policies, and other priorities as you begin developing or revising your SLP.



- Include a broad range of stakeholders on your SLP team.
- Understand the processes in your State for implementing literacy policies, including:
 - How the SEA collaborates with LEAs to implement statewide initiatives;
 - How local or regional educational entities implement literacy instruction; and
 - How the SEA could collaborate with the State’s early childhood agencies and other agencies on efforts related to early literacy.

Additional Reflections: Legislation and Policies

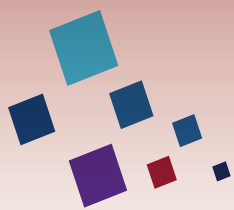
In addition to the inventory of relevant laws and policies, your SEA should consider:

- The ways laws will affect the development and implementation of your SLP;
- The impact that current and future legislation might have on your SLP.

Resources

- [How Legislation on Reading Instruction Is Changing Across the Country](#). This American Public Media article describes how legislation related to reading instruction is changing across the country and includes an interactive map.
- [State Education Policy Tracking](#). This interactive map, from the Education Commission of the States, allows users to click on each State to view enacted and vetoed legislation. The map provides information about issue areas, bill numbers, statuses, timelines, titles, and summaries of the bills.





Component 3: Alignment of SLP With Other State Literacy Initiatives

Component Overview

- 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.

Background, Rationale, and Application

In [Component 2](#), you explored State legislation, regulations, and policies that may affect your literacy plan. Component 3 focuses on common elements, strategies, and statewide efforts across initiatives aimed at alignment for literacy. This will not only ensure that implementation of your SLP delivers the greatest benefit for all students but also promote coherence across State initiatives so they align and support one another effectively.

Taking Inventory

As part of the SLP development or revision process, it is helpful to inventory major local and statewide literacy initiatives, especially those that align with the priorities of your SLP, such as those related to ELs, improving literacy education for all learners, and supporting a whole-child approach. This inventory can help your team:

- Identify areas of alignment;
- Avoid duplicating efforts; and
- Coordinate and integrate strategies across systems.

A simple graphic organizer or spreadsheet can help you visualize the relationships among initiatives and how they relate to your SLP's goals. Consider using the [blank version of Table 3 in Appendix A](#) to organize this information. To create your inventory, enter each initiative's name in the left column of Table 3. Work with your team to fill in the remaining columns and describe the initiative.

The table is a generic example. Feel free to adapt or expand the table to meet your team's specific needs. You may also wish to include MTSS as part of your inventory, particularly as it relates to delivering tiered, evidence-based literacy Instruction.

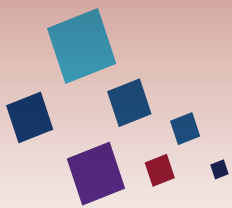




Table 3. Sample Inventory Spreadsheet of State Literacy Initiatives

Initiative Name	Source of Initiative	Lead Agency	Target Audience	Focus Area	Alignment to SLP	Timeline/ Duration	Effectiveness Data
Reading Forward	SEA	SEA and community partners	Families and early childhood providers	Early literacy awareness and readiness	Supports family engagement and early literacy goals	Ongoing since 2013	Improved early literacy scores in districts based on State K–3 reading assessments and school readiness benchmarks
State Pre-K Expansion	Legislation and SEA partnership	SEA office of early childhood	Children ages 3–5	Kindergarten readiness and literacy	Improves early literacy readiness, aligned with SLP objectives	Annual grant cycle	Increased kindergarten readiness rates measured by the State’s early learning assessment and pre-literacy skills surveys
Read Across Languages	SEA policy directive	SEA office for ELs	ELs (pre-K–12)	Bilingual literacy instruction	Provides targeted support for ELs, aligned with SLP priorities	Launched in 2020, ongoing	Enhanced EL reading proficiency per the State English language proficiency assessment and district literacy benchmarks
AI Literacy for Tomorrow	SEA innovation initiative	SEA office of digital learning	Students and educators (grades 6–12)	Integrating AI literacy skills into core curriculum	Supports digital literacy and critical thinking goals outlined in the SLP	Pilot launched in 2024, full rollout in 2025–2027	Improved student engagement and technology literacy based on pre- and post-program surveys and digital project assessments
Literacy Coaching Network	SEA grant-funded program	SEA, in collaboration with LEAs	K–5 teachers and instructional coaches	Instructional support and coaching	Builds educator capacity aligned to evidence-based practices	5-year implementation period	Improved K–5 reading scores on State-mandated early reading assessments and literacy screener tools
MTSS State Framework	Legislative mandate	State cross-divisional offices	All students, with tiered support needs	Tiered literacy support framework	Provides system-level infrastructure for MTSS implementation based on data	Statewide rollout began in 2019	More consistent implementation of tiered interventions based on student needs and MTSS fidelity checks and district-wide data.
LETRS Professional Learning	Collaboration of SEA Title II and literacy offices	SEA, LEAs, and approved LETRS providers	K–5 educators and coaches	Science of reading–aligned professional development	Strengthens instructional knowledge base across districts	Ongoing professional learning program	High completion rates and positive teacher feedback collected through professional development surveys and observation rubrics
University Partnership on Literacy Instruction	SEA and higher-education partnership	SEA and local universities	Preservice teachers and faculty members	Alignment of educator preparation programs with SLP	Supports teacher preparation aligned with SLP components	Annual collaboration since 2021	Better alignment of teacher prep with literacy standards shown in course syllabi audits and new teacher readiness surveys
Public Library Family Literacy Program	Municipal initiative with SEA support	City public library and local schools	Parents, families, and early readers	Home literacy engagement	Engages families in literacy outside of school settings	Launched in 2017, ongoing	Stronger family literacy engagement measured by event attendance records, library card sign-ups, and parent feedback forms





Real-World Examples: Oklahoma



Oklahoma's SLP, [PROPEL Oklahoma Forward](#), focuses on implementing evidence-based practices, professional development, and targeted interventions to improve literacy-related outcomes. Oklahoma offers a companion document, *Literacy for All*, which includes statewide initiatives, reflecting a comprehensive approach to advancing literacy-related outcomes. Some of the initiatives are described below.

- Through **Lead to Succeed**, Oklahoma trains principals using materials from the National Center on Education and the Economy's National Institute for School & System Leadership to build capacity in data-driven decision-making, instructional improvement, and organizational leadership.
- The **Moving UP leadership series**, supported by the University of Oklahoma, targets new and assistant principals and draws on the research John Hattie has done for his Visible Learning book series to improve instructional leadership through inquiry-based professional development.
- The **Oklahoma Teacher Empowerment Program** promotes teacher leadership by designating exemplary educators as advanced, lead, or master teachers. These roles include mentoring responsibilities and a focus on improving student performance, including achievement related to literacy.
- The **HEROES Literacy Instructional Team** provides direct support to school leaders in evidence-based literacy instruction, emphasizing best practices in teacher coaching, professional development, and resource selection.
- The **networked improvement communities (NICs)** for struggling schools support literacy improvement by embedding continuous improvement cycles and collaborative problem-solving within the support structures of districts and individual schools. These NICs focus on student achievement—including literacy—as part of the broader improvement strategy led by the Oklahoma State Department of Education.

Real-World Examples: South Dakota



The [South Dakota Literacy Framework](#) embeds a wide range of literacy-related policies and initiatives, demonstrating a holistic approach to supporting student learning. For example, the State emphasizes **parent and family engagement** by fostering strong school–home–community connections that enhance academic outcomes for students.

- Through the Federal **21st Century Community Learning Centers** program, South Dakota supports out-of-school academic enrichment—especially in reading and math—while also promoting student development through opportunities for family involvement.
- Additionally, South Dakota's SLP reflects strong collaboration with **postsecondary institutions**, ensuring alignment of academic standards, support for professional learning, and engagement in teacher preparation—all contributing to the State's college, career, and life readiness goals.





Additional Reflections

In addition to creating an inventory of initiatives, your State literacy team (SLT) might want to review the following areas to support alignment and coherence across systems:

- How best to communicate the commonalities and differences among initiatives in your SLP;
- How evidence drives other initiatives and how to use that information to strengthen literacy-related outcomes for students; and
- How the SLP should promote the use of evidence widely across programs and priorities.

Your SEA might also want to consider the following:

- Your **teacher evaluation system**, including how it functions and how it could be leveraged or updated to enhance the SLP's goals;
- Your existing **relationships with IHEs** and their teacher education programs, including mechanisms for the State to review the literacy-related curricula for preservice teachers to ensure they use evidence-based practices;
- Opportunities for **cross-department collaboration**, ensuring literacy-related goals are aligned with other SEA offices, such as the offices for special education, ELs, early childhood, and school improvement;
- How **State policy and funding streams** could be braided to support the SLP's goals and eliminate duplication across initiatives;
- The extent to which **data systems** could be used to monitor and evaluate the impact of aligned initiatives on literacy-related outcomes, including integration with school accountability and improvement efforts; and
- Ways to build **shared professional learning systems** that integrate literacy-related content across initiatives, supporting coherent messaging and sustained educator growth.

Resources

- [The Colorado Department of Education's Initiative Inventory Alignment and Analysis Process Guide for Programs and TA Providers](#). This document spotlights the Colorado Department of Education's team approach for developing, completing, and analyzing an initiative inventory. The resource provides a step-by-step method for identifying statewide initiatives being implemented and potential areas of alignment among them.
- [CA Landscape of Literacy Initiatives](#). This California Collaborative for Educational Excellence presentation helps stakeholders understand the coherence among various statewide initiatives and how they align with efforts to improve literacy.
- [Transition Talks: Interagency Collaboration](#). This resource, from the Maryland State Department of Education, provides strategies and additional information on facilitating collaboration with other agencies.





Component 4: Needs of All Students

Component Overview

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

Background, Rationale, and Application

Gathering data in your State is crucial preparation for Component 4: Needs of All Students. The data serve as a baseline for your SLP and will help you measure success during implementation. Once you have gathered the relevant data, use this section to better understand how needs are presented and addressed in your SLP. The work conducted for this component will lead directly to [Component 6](#), where you set goals for your SLP.

Universal Screening

Effective literacy instruction must remain responsive to students' needs. Universal screening is an important tool in identifying the additional support needed for student success.

"Literacy screening" refers to a process of identifying students who have specific needs in literacy. Screening can identify students with below-grade-level literacy skills—for example, those with literacy-related disabilities, such as dyslexia. Screening can also identify students who might benefit from gifted literacy programs or other advanced programs related to literacy.

"Universal" means that all students are screened for literacy-related needs, not only those identified by teachers or family members as needing special support. Effective screening identifies not only students with demonstrated literacy-related needs but also those who are at risk for future literacy-related difficulties. Addressing these needs as early as possible prevents students from falling behind their peers. Ideally, universal screening should occur three times a year—in kindergarten, Grade 1, and Grade 2.

An SLP can include guidance to support universal screening. Many States select a predesigned screener, which streamlines the implementation of universal screening and facilitates in-State comparisons of results. Selecting a reliable assessment enhances efficiency while ensuring consistency in measuring student outcomes.

To explore existing screening options, States can use resources such as those listed in Table 4.



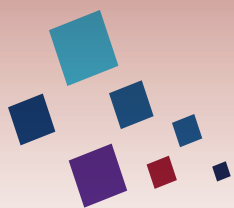


Table 4. Databases of Literacy Screening Tools

Source	Resource	Description
National Center on Improving Literacy	Academic Screening Tools Chart Selector	This database allows users to search for and sort screeners by cost, administration/scoring time, and validity and reliability measures. Watch this video for guidance on using this tool.
National Center on Intensive Intervention	Academic Screening Tools Chart	This database allows users to search for and sort screeners by grade level, cost, and technology requirements.

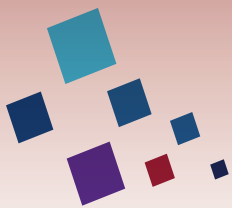
For more details on selecting and implementing universal screeners, see the CLSD National Literacy Center’s professional learning module titled “Universal Screeners.”

Population Spotlight: Serving ELs

Addressing the needs of all students is critical to achieving statewide literacy goals. The following resources provide guidance specifically focused on ELs but can be adapted to strengthen literacy support for all learners:

- [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#). This practice guide, from the What Works Clearinghouse, details four key recommendations for literacy-related instruction for ELs, including the evidence basis for each recommendation. Many of these align with effective strategies for strengthening instruction for all students.
- [Incorporating Instructional Strategies for Biliteracy and Dual Language Programs Into State Literacy Plans](#). This document, from the CLSD National Literacy Center, provides a brief rationale for biliteracy initiatives and dual language education (DLE) programs in schools and suggests ways to embed DLE strategies, initiatives, and goals within SLPs to improve both literacy-related outcomes and overall academic achievement for ELs across grade levels.
- [Literacy for English Learners](#). The Ohio Department of Education and Workforce provides a comprehensive set of resources aimed at enhancing literacy-related outcomes for ELs, including instructional road maps and evidence-based practices.
- [How to Develop a Lesson Plan that Includes \[ELs\]](#). Colorado provides a resource that offers step-by-step guidance on developing lesson plans that support ELs’ language development and access to grade-level content, including strategies for building background knowledge and teaching vocabulary.
- [Biliteracy Professional Development Series](#). The Colorado Department of Education developed a four-part course to provide evidence-based strategies for teaching students in English and Spanish while working toward bilingualism and biliteracy. The series also includes biliteracy walk-through tools to help identify areas of strength and areas of growth for bilingual instruction.





Population Spotlight: Serving Students With Dyslexia

For guidance on responding to the literacy needs of students with dyslexia, review the following resources:

- [Dyslexia: A State Guide](#). This 14-page guide from the CLSD National Literacy Center includes a definition and key characteristics of dyslexia, information on Federal and State guidance on dyslexia, and more.
- [State of Dyslexia](#). This resource, from the National Center on Improving Literacy, contains information on each State's "enacted legislation and regulations, teacher certification and professional development requirements, and ... resources related to dyslexia support and education."
- [Ohio's Dyslexia Guidebook](#). Developed in response to State laws, this guidebook outlines best practices for universal screening, intervention, and remediation for children with dyslexia, emphasizing a structured literacy approach.
- [Maryland's Ready to Read Act](#). This law requires early screening for reading difficulties, including dyslexia, and provides guidelines for supplemental instruction and progress monitoring. The Maryland State Department of Education offers resources to support the implementation of this act.

Real-World Example: Georgia

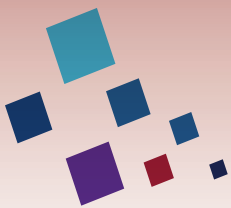


[Georgia's SLP](#) includes a structured statewide approach to improving reading outcomes for all students. These strategies ensure that the plan addresses the needs of struggling readers, students with dyslexia, and ELs across all grade levels. Key strategies include:

**Georgia
Literacy Plan:
Vision 2030**

- **Universal Screening:** Kindergarten–Grade 3 students are screened three times a year for reading difficulties, including characteristics of dyslexia.
- **Structured Literacy:** Instruction is explicit and systematic, supporting students with and without reading challenges.
- **Support for ELs:** The English to Speakers of Other Languages program provides English language instruction while ensuring students are properly assessed for reading needs.
- **Teacher Training:** Educators receive professional development focused on evidence-based reading instruction.
- **Literacy Coaching:** Coaches assist teachers in implementing effective reading practices in classrooms.
- **Community Involvement:** Programs such as Georgia Reads connect families and local organizations to help improve access to reading materials and support at home.





Additional Reflections

Your SEA might want to consider the following:

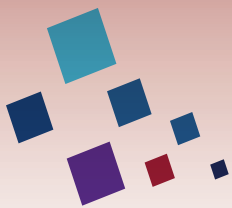
- The pre-literacy needs of the children in your State who are 5 or younger. Federal and State early childhood education programs are critical partners in helping to contextualize these needs and identify goals;
- The literacy needs of all K–12 students, including identifying gaps, strengths, and goals;
- The needs of struggling readers and students with disabilities, including use of screening tools, early identification (of dyslexia, for example), and targeted interventions;
- The needs of ELs, including aligned instruction with language development goals and appropriate instructional supports;
- Opportunities for interdisciplinary literacy or literacy across all content areas, supporting reading, writing, and communication in subjects such as science and social studies;
- Teacher preparation and professional development that reflect evidence-based literacy instruction and address the needs of all learners;
- Key transition points (e.g., from early childhood to kindergarten and from elementary school to middle school) and how to support continuity in literacy development;
- Use of technology and digital tools to enhance reading, writing, and access to instructional content; and
- Family and community engagement strategies that promote literacy at home and expand learning beyond the classroom.



Resources

- [National Assessment of Educational Progress](#). Also known as The Nation's Report Card, this assessment provides data that help contextualize State needs by offering a comprehensive overview of student performance in reading and other subjects across States. This resource enables States to compare their literacy-related achievement with national averages, identify trends over time, and highlight gaps in performance among subgroups.
- [National Center on Improving Literacy \(NCIL\)](#). NCIL offers free evidence-based resources tailored to families, educators, and policymakers. Its materials focus on literacy development for students with disabilities, including dyslexia, and provide tools such as screening guides and instructional strategies.





Component 5: Effective Evidence-Based Framework for Literacy Instruction

Component Overview

- 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. These can show the relationship between activities and intended literacy-related outcomes across grade levels.
- 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 MTSS to ensure tiered, data-driven interventions that meet the needs of all learners;
 - Differentiated instructional strategies adjusted to support all students, including students with disabilities, ELs, and advanced learners;
 - References to specific studies, frameworks, or practice guides (e.g., the What Works Clearinghouse, Evidence for ESSA, or State-endorsed resources) that support the identified approaches;
 - A description of how the framework informs instructional practices, professional development, assessment strategies, and resource allocation across the educational system; and
 - An outline of a process for regular review and refinement of the framework based on emerging evidence, implementation data, and student outcomes.

Background, Rationale, and Application

Strong evidence should serve as the foundation of the SLP. Reviewing and using current research will aid in the development of a theory of change and logic model. A theory of change is a research-based statement of how the SLP will address existing needs. A logic model is a graphic representation of your theory of action, which focuses on what the SLP will do to address the needs and achieve desired outcomes.

Logic Models

The theory of change and logic model will help you build the evidence-based literacy framework for your SLP by ensuring that the approaches outlined in the SLP align with research and with the SLP's guiding principles.





Your logic model can also help you plan goals and activities. As you select activities, make sure the evidence base described in your theory of change supports them. The logic model can also help convey this information to stakeholders by offering a clear graphic representation of the SLP's theory of action.

In general, a logic model can:

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

The sections in the logic model can include:

- **Inputs.** Inputs are resources available for implementing the program (e.g., personnel, money, equipment, supplies, and in-kind donations).
- **Activities.** Activities are the actions (e.g., professional learning and after-school tutoring) that will enable educators and others to achieve the desired outcomes.
- **Outputs.** Outputs are the results of activities and often include measures of services or resources (e.g., the number of online resources and the number of hours of literacy coaching).
- **Short-Term Outcomes.** Short-term outcomes are typically the expected results within the first year (e.g., more teachers reporting the use of evidence-based practices).
- **Mid-Term Outcomes.** Mid-term outcomes are the expected results about one to three years after the initiative begins (e.g., improved student performance on formative assessments).
- **Long-Term Outcomes.** Long-term outcomes are the expected results approximately four to seven years after the initiative begins (e.g., improved student performance on major literacy assessments).
- **Context.** Context is a short summary that describes the need and why the need should be addressed.

See [Appendix A for a blank logic model](#). For more information on the process of creating a theory of change and a logic model, please see the CLSD National Literacy Center resource titled [Logic Models for State Literacy Plans](#).

Evidence-Based Literacy Frameworks

A comprehensive SLP serves as a broad structure to guide implementation of statewide literacy initiatives. An evidence-based literacy framework included within the SLP can provide clarity, specificity, and guidance about State requirements and recommendations for the literacy-related strategies and approaches to be implemented. Evidence-based literacy frameworks that exist within SLPs are informed by research and practice and define literacy-related policy and practice within the State. Including a framework can also help communicate the key components of evidence-based literacy instruction to readers.





Table 5. Common Evidence-Based Literacy Frameworks and Approaches

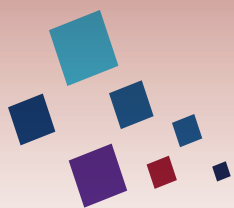
Common Evidence-Based Literacy Frameworks	Description of the Framework	Examples of Common Frameworks and Models	How a Framework Can Support SLP Development
National Center on Improving Literacy	Academic Screening Tools Chart Selector	<ul style="list-style-type: none"> The Simple View of Reading Scarborough's Reading Rope The Active View of Reading 	<ul style="list-style-type: none"> Defines statewide expectations about literacy proficiency; Aligns curriculum standards and assessments to cognitive benchmarks; and Informs professional learning for educators.
National Center on Intensive Intervention	Academic Screening Tools Chart	<ul style="list-style-type: none"> Orthographic mapping Five-step writing process 	<ul style="list-style-type: none"> Integrates developmental progressions into instructional guidance; Guides the selection of high-quality curriculum materials and interventions; and Develops formative assessment tools.
Pedagogical	Articulates the <i>proven approaches in teaching</i> cognitive processes to build capacity in learners	<ul style="list-style-type: none"> Structured literacy Student-centered models 	<ul style="list-style-type: none"> Guides teacher preparation and certification policies; Supports LEAs in choosing evidence-based instructional materials; and Embeds practices into statewide literacy coaching or professional learning systems.
Structural	Articulates the development of <i>infrastructure and shared approaches</i> to literacy work	<ul style="list-style-type: none"> MTSS Coaching models 	<ul style="list-style-type: none"> Builds statewide systems for tiered supports; Allocates resources for sustained coaching and data use; and Ensures cross-agency alignment to support literacy across pre-K–12 systems.

When designing or revising your SLP, your SLT is encouraged to explore and consider different framework types—cognitive capacity, cognitive processes, pedagogical, and structural. Selecting one or more appropriate frameworks can help clarify the underlying approach to literacy instruction and ensure alignment with the goals, priorities, and intended outcomes of the SLP.

Your SEA might choose to:

- Define a unified, State-endorsed literacy framework for consistent implementation across districts; or
- Provide high-level guidance while allowing LEAs to identify and apply the frameworks that best suit their local contexts.





Some guiding questions for your SLT to consider are:

- Will your plan address all the framework types—cognitive capacity, cognitive processes, pedagogy, and structural—or will some be left to local decision-making?
- Will your SLP include existing frameworks, or will it articulate a State-developed model?
- If you are developing a State-specific framework, how will you share the underlying research behind the theory of change and the logic model, as well as other supporting rationale?

Including an evidence-based literacy framework in an SLP will:

- Articulate the State's approach to curriculum and instruction, assessment, and use of materials and resources;
- Identify instructional strategies to facilitate the SLP's goals; and
- Show how evidence-based practices are tied to your State's standards and goals.

Table 6 outlines how a literacy framework can describe evidence-based strategies.

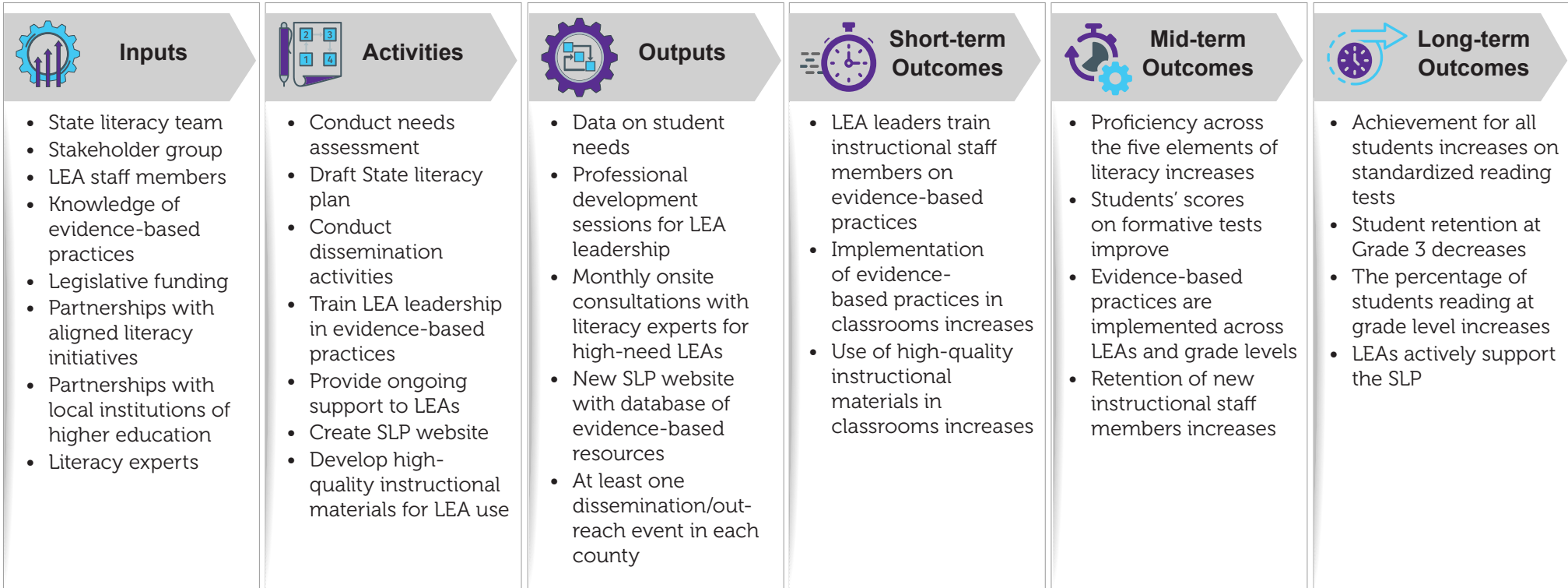
Table 6. Literacy Framework of Evidence-Based Strategies by Area	
Source	Description
Classroom activities and skills development	<ul style="list-style-type: none">• Instruction in phonological and phonemic awareness, phonics, vocabulary, language structure, reading comprehension and fluency, and oral language• Children's communication with peers and adults• Motivation for children to read and write• Practice with oral language, reading, and writing• Expectations for writing (transcription and composition) instruction• Reading and writing instruction across content areas
Differentiation to support literacy education for all learners	<ul style="list-style-type: none">• Universal design for learning principles• Differentiated instruction for individuals and small groups• Working with student subgroups based on need
Materials and resources	<ul style="list-style-type: none">• High-quality, evidence-based print materials that cover the entire range of reading levels and reflect the interests of children• Information on how LEAs can access the materials• Assessments that are developmentally appropriate, valid, and reliable for identifying learning needs in children, informing instruction, and identifying instructional outcomes
Structures and systems	<ul style="list-style-type: none">• Teacher collaboration in planning, instruction, and assessing a child's progress• MTSS• Information on how students with dyslexia, ELs, etc. should be identified and what evidence-based practices should be used to support them





Fictional State A: Logic Model

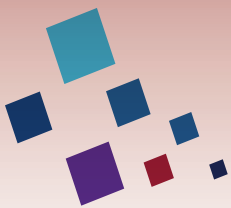
The logic model below outlines the theory of action behind State A's SLP.



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 implemented an SLP that was consistently disseminated and supported. A cohesive SLP is needed to address the needs of all students and to focus on consistent implementation of evidence-based practices. The SLP will guide literacy initiatives throughout the State for the next five years. With SEA support, the SLP will help to improve literacy outcomes for all students.





Additional Reflections

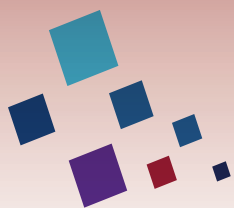
As you develop your State's framework, consider:

- The specific components of your evidence-based framework and how to incorporate them throughout your SLP;
- The curricula and instructional delivery methods suggested for all students, including universal design, differentiation, and tiered supports;
- How to convert important elements of your framework into high-quality, clear, practical, and visually engaging print or digital materials for teachers to facilitate implementation; and
- How the framework aligns with and supports existing State initiatives (e.g., those related to early learning, MTSS, and/or professional learning for educators).

Resources

- [Logic Models for State Literacy Plans](#). This 14-page guide, from the CLSD National Literacy Center, features a deep dive into theories of change and theories of action; guidance on the distinctions among inputs, outputs, and outcomes; and links to even more resources.
- [Oregon Department of Education Literacy Initiative Partnership Logic Model](#). This logic model is aimed at supporting K–5 schools with implementing evidence-based literacy practices. This example highlights the use of continuous improvement cycles focused on improving students' literacy-related achievement.
- [Creating Meaningful Change in Education](#). A Cascading Logic Model. This educational brief, from the State Implementation and Scaling-up of Evidence-based Practices Center, provides SEAs with guidance on using a cascading logic model to define and operationalize the foundational structures needed for implementing statewide initiatives.
- [Aligning Data and Measures to Outputs and Outcomes of the Logic Model](#). This resource, from the U.S. Department of Education's Institute of Education Sciences, explains how to plan for data collection based on logic model outputs and outcomes.





Component 6: Goals and Activities

Component Overview

- Your SLP goals should be aligned with the literacy-related needs identified in your SLP.
- A well-developed goal is specific, measurable, achievable, relevant, and time-bound. This is also known as a SMART goal.
- An established plan for data collection and analysis allows you to monitor progress toward goals.

Background, Rationale, and Application

After developing the logic model, the next step is to translate it into measurable goals and a clearly structured plan. Designing a strong SLP means more than listing goals; it requires building a coherent pathway from vision to impact.

The outcomes identified in the logic model provide the foundation for this work. From those outcomes, your SLT can craft a compelling vision, define what success looks like through SMART goals, implement strategic actions through evidence-based activities, and regularly monitor and evaluate progress.

This planning sequence mirrors the logic model itself, where inputs and activities lead to measurable outputs and outcomes. By grounding the SLP in the logic model, your SLT can ensure that every step—from high-level visioning to classroom-level implementation—is intentional, aligned, and results-driven.

The chart below is an example of a possible goal planning hierarchy. This chart can help you visualize how goal planning aligns with the logic model and ensure that strategic priorities, goals, actions, and outcomes are clearly connected, measurable, and grounded in evidence-based planning. Although different States may use varied terms for each level of the hierarchy, the underlying structure is integral to the SLP and ensuring that it supports meaningful and lasting change.

Table 7. Planning Hierarchy for Literacy-Related Goals

Planning Level	Description of the Framework	Examples of Common Frameworks and Models	How a Framework Can Support SLP Development
High-Level	<ul style="list-style-type: none">• Long-term outcomes• Strategic priorities• Commitments• Visionary goals• Vision statements	<ul style="list-style-type: none">• Broad and visionary—defines long-term literacy-related outcomes and commitments	<ul style="list-style-type: none">• All K–3 students will receive high-quality, evidence-based literacy instruction designed to support reading proficiency by the end of third grade.
Measurable Level	<ul style="list-style-type: none">• SMART goals	<ul style="list-style-type: none">• Clear, measurable goals that are aligned to the strategic priorities and will guide implementation	<ul style="list-style-type: none">• By 2028, 85% of K–3 students in identified districts will meet or exceed State literacy benchmarks.



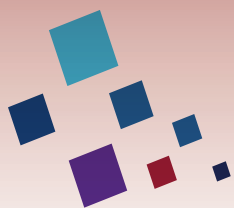


Table 7. Planning Hierarchy for Literacy-Related Goals

Planning Level	Description of the Framework	Examples of Common Frameworks and Models	How a Framework Can Support SLP Development
Actionable Level	<ul style="list-style-type: none">ObjectivesAction stepsActivities	<ul style="list-style-type: none">Concrete actions or steps that are evidence-based and carry out SMART goals at the program or policy level	<ul style="list-style-type: none">Provide MTSS-aligned Tier 1 and Tier 2 literacy instruction, supported by evidence-based professional development, to all K–3 teachers by 2028.
Impact, Monitoring, and Evaluation Level	<ul style="list-style-type: none">IndicatorsMetricsPerformance measuresBenchmarks	<ul style="list-style-type: none">Quantitative or qualitative data used to assess progress and guide decision-making	<ul style="list-style-type: none">Student proficiency rates on the State literacy assessment.K–3 teacher and elementary-level administrator feedback on the quality and impact of training.

Understanding the Planning Hierarchy for Goals

At the top of the chart are long-term, **high-level** goals—broad commitments that align with your State’s vision for improving literacy-related outcomes. These priorities set direction, establish focus, and signal what matters most.

Next is the **measurable level**, in which your State will develop SMART goals that translate those priorities into specific, measurable targets. These goals will guide decision-making and ensure that the plan remains focused, intentional, and actionable.

The **actionable level** focuses on objectives and evidence-based activities—the concrete steps necessary to achieve your SMART goals. At this stage, your SLT should revisit and refine the activities identified in the logic model to ensure they are clearly aligned with the overall vision and measurable outcomes of the plan.

These activities may include professional learning, instructional strategies, strategic partnerships, and targeted supports designed to help educators implement the plan with fidelity. Grounding each action in the logic model helps ensure that every step is intentional, strategic, and directly tied to expected outputs and outcomes.

To guide the development and refinement of each activity, consider:

- Who is responsible for implementing the activity?
- Whom will the activity affect?
- 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 the SEA provide to LEAs to facilitate implementation?
- Why is this activity the most effective solution to achieving the related goal?
- How do the goals, objectives, activities, and/or outcomes described in the logic model inform the development and implementation of this activity.
- How will the activity’s success be measured, evaluated, and reported?





Finally, the **impact, monitoring, and evaluation level** focuses on identifying the indicators and metrics from your SMART goals that will be used to track progress and measure success. These data points help highlight what's working, identify areas for adjustment, and support a cycle of continuous improvement. Identifying these indicators and metrics can help build a data collection plan that lays out what data will need to be collected over the life of the SLP.

Potential Pilot Program

If time and resources allow, consider launching a pilot program with a few LEAs to test key components of the SLP. A well-designed pilot can provide valuable insights into how the SLP's strategies work in practice, how schools respond to implementation supports, and what adjustments may be needed before broader rollout. The results of the pilot program can then help determine which activities are most effective and which goals are reasonable within a specific time frame. This will ensure that the SLP is grounded in practical, real-world results before you scale it statewide.

Pilot programs can help:

- Identify which activities are most feasible and effective in different contexts;
- Reveal barriers to implementation early in the process;
- Gather feedback from educators and leaders to inform improvements; and
- Test data collection tools, training materials, and monitoring protocols.

Continuous Improvement

As part of the continuous improvement process, set a schedule for assessing SLP outcomes and use these assessments to modify and improve implementation and revise the SLP. This ongoing cycle will help ensure your plan remains responsive, relevant, and results-oriented over time. For detailed guidance on designing and managing your continuous improvement process, refer to Component 8.

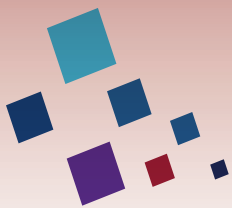
Fictional State A: From Vision to Action—A Comprehensive Approach to Literacy Planning

The State A Educational Agency has established a clear vision that is a long-term outcome to guide its literacy efforts:

All students in State A will develop the literacy skills necessary to thrive as independent learners, critical thinkers, and engaged citizens in the 21st century.

This vision drives the development of goals, actions, and evaluation strategies that together form the backbone of the SLP. The agency used its logic model as the foundation for aligning intended outcomes with specific, measurable, and actionable goals.





SMART Goals

Based on the outcomes identified in the logic model, State A has developed three SMART goals that focus on student achievement, instructional quality, and systems-level support:

- By school year (SY) 2025–26, 100% of LEAs will have adopted and implemented high-quality, evidence-based instructional materials aligned with the SLP.
- By the end of SY 2026–27, 100% of school leaders in LEAs will have completed professional learning on how to support and sustain effective literacy instruction.
- By SY 2027–28, at least 90% of K–3 students will meet or exceed grade-level expectations on the State’s reading proficiency assessment.

These goals serve as measurable benchmarks for tracking progress toward achieving the broader vision of literacy for all.

Evidence-Based Activities

To meet its SMART goals, State A will implement a set of **evidence-based activities** directly aligned with the strategies outlined in its logic model. These activities include:

- Training LEA and school leaders on evidence-based literacy practices and effective strategies for supporting teacher development and instructional improvement;
- Providing sustained implementation support to LEAs to ensure instructional fidelity through ongoing coaching, TA, and collaborative professional learning; and
- Developing and disseminating high-quality instructional materials, made accessible through a statewide online platform to ensure all LEAs have access to resources aligned with the SLP.

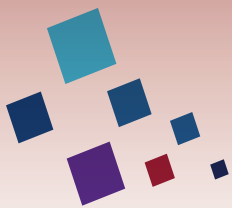
These activities are **objectives** that **translate the State’s SMART goals into actionable steps** that can be carried out at the State, district, and school levels.

Monitoring and Evaluation

State A will monitor implementation and outcomes using a series of clearly defined indicators tied to the logic model’s outputs and outcomes. These include:

- Outcomes Related to Students’ Literacy
 - Year-over-year growth in State literacy assessment scores
 - A decrease in K–3 students identified as needing literacy interventions based on universal screening assessments over a three-year period
- Implementation Indicators
 - The number and percentage of LEAs adopting evidence-based instructional materials
 - Completion rates of professional learning for school and district leaders
 - Participation rates in coaching, TA, and support services
- Fidelity of Implementation
 - Evidence of consistent use of evidence-based practices in classrooms, based on observation tools or teacher self-assessment
 - Progress reports from LEAs on local implementation of the SLP





These indicators will be used not only to track progress but also to inform continuous improvement—helping the State refine its strategies, reallocate resources, and adjust timelines as needed.

Through this comprehensive and logic model–aligned approach, **State A moves beyond abstract goals to build a fully actionable, measurable, and responsive literacy plan**—one that supports educators, engages systems, and ultimately leads to stronger literacy-related outcomes for all students.

Real-World Example: Ohio



Ohio's SLP, [*Ohio's Plan to Raise Literacy Achievement*](#), identifies goals aligned with data gathered from a comprehensive needs assessment process. A team of stakeholders participated in the development of the State's improvement plan, driven by the findings of an analysis of underlying factors.

The team identified the following five key areas affecting literacy underperformance statewide:

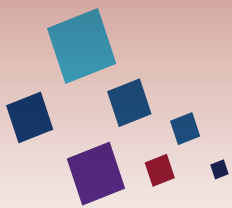
1. Learners who begin kindergarten academically behind generally remain behind.
2. Districts face various challenges and roadblocks in effectively providing infrastructure and support for educators implementing literacy-related instruction.
3. Some instructors are not using effective instructional practices or are not implementing with integrity.
4. Some districts and individual schools have cultures that are not conducive to continuous improvement.
5. Too often, families are not being leveraged as partners in literacy improvement efforts.

The data collected, along with the analyses of various other contributing factors, showed that Ohio needed to build the capacity to support evidence-based language and literacy instruction at all levels of its system.

The Ohio SLP centers on the following five **commitments**, intended to serve as **long-term outcomes or goals** for the **vision** outlined within the plan:

1. Bridge the gap between research and practice to support access to high-quality literacy instruction aligned with evidence-based practices.
2. Ensure all learners are represented and supported throughout the language and literacy development continuum, which includes emergent, early, conventional, and adolescent literacy.
3. Ensure all educators and administrators are supported in building knowledge and capacity to increase students' language and literacy development through evidence-based literacy instruction.
4. Support the integrity of implementation of evidence-based language and literacy practices aligned with the science of reading.
5. Support high-quality planning and data-driven decision-making in an MTSS through collaborative problem-solving.





Aligned with these commitments and based on the context and data from the State's improvement plan, Ohio's SLP focuses on the following five strands of **evidence-based objectives**:

1. Through shared leadership, educational entities will use proven practices to provide language and literacy instruction and interventions to all learners.
2. Educational entities will implement a robust MTSS and make data-driven decisions to meet the needs of all learners.
3. By increasing educator capacity, all learners will have access to high-quality, evidence-based language and literacy instruction that includes interventions and meets their individual needs.
4. Families will be better equipped to be active and engaged partners in their children's language and literacy development.
5. Community collaboration will enable more learners to experience language-rich literacy-based environments outside school and before entering school.

Additionally, Ohio's SLP expands on those five strands by providing a comprehensive list of specific **strategies and activities** aligned with meeting the five commitments presented within the plan. The plan also includes a robust approach for **measuring success and monitoring progress** of its goals based on **student literacy achievement outcomes** and various methods of progress monitoring aimed at determining the status and progress of State, regional, and local efforts **aligned with the vision, goals, and activities** within the SLP.

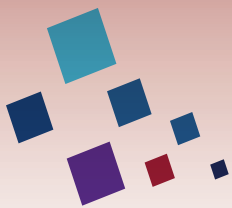
Real-World Example: Georgia



[Georgia's SLP](#) comprises three key sections: Background Information & Research; **Goals, Objectives, & Action Plan**; and **Implementation Plan**. The State's **actions to achieve the goals and metrics to measure improvement** are clearly articulated within the **Goals, Objectives, & Action Plan** section. The overarching **vision statement** that "Georgia will lead the nation in literacy" serves as the central focus of the State's literacy-related goals. Three thematic goal areas are intended to contribute to the attainment of what is presented within the State's central focus or vision statement, with specific objectives included under each goal. The following key goals and related objectives are articulated within the SLP:

- Every child a reader
 - Every child in Georgia will be a proficient reader by the end of third grade.
 - Students beyond third grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.
 - Children entering kindergarten will have a foundation of skills essential for language and literacy learning.
- Every educator prepared
 - Educators will have the knowledge and skills to effectively teach all students to read.
 - Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.
- Every community supported
 - Families and communities will have access to knowledge and resources to actively engage in literacy.
 - Every adult in Georgia will possess literacy skills essential for the workforce and daily life.





The SLP also lists the relevant success indicators, priority actions, target outcomes, statuses, timelines, and agencies responsible for the objectives.

[Source: [Georgia Literacy Plan: Vision 2030](#) (2025)]

Additional Reflections

Your SEA should also consider the following:

- How does the State’s literacy vision or long-term outcomes reflect the needs of all students—including ELs and students with disabilities such as dyslexia?
- Do the long-term outcomes or strategic priorities clearly align with the outcomes identified in the logic model?
- Are the goals SMART—specific, measurable, relevant, and realistically achievable within the timeline of the SLP?
- In the actionable level (see table 7), are the objectives clear and actionable, and do they connect the SMART goals to evidence-based activities?
- What benchmarks or indicators can be set to monitor progress toward goals over time?
- How will the SEA know whether the goals are having the intended impact on student learning?
- Are responsibilities and timelines clearly assigned to ensure implementation and accountability?

Resources

- [What Is Scientifically Based Research on Progress Monitoring?](#) This Reading Rockets article explains the value of progress monitoring as a scientifically based practice, showing how regular assessment of student performance can lead to more responsive instruction and improved academic outcomes, particularly in reading.
- [Goal Setting and Progress Monitoring to Address a Literacy Issue.](#) This post, from the Iowa Reading Research Center, illustrates how the SMART goal setting and progress monitoring used in the PROPeL initiative support schools in identifying literacy issues, maintaining focus, and measuring growth—empowering educators to make informed adjustments throughout implementation.
- [Practice Guides.](#) These guides, from the What Works Clearinghouse, include recommendations for addressing a variety of reading and writing needs.





Component 7: Implementation and Continuous Improvement at the Local Level

Component Overview

- Explains the level and features of support, monitoring, and evaluation that the State will provide for LEAs.
- Describes how continuous improvement will be incorporated into implementation.

Background, Rationale, and Application

The guidance below will help your State consider how to frame local implementation of your SLP. (Implementation and continuous improvement at the State level are addressed in [Component 8](#).)

The State's Role

Each State varies in its level of authority over local implementation, and the capacity of the SEA to provide hands-on support can also differ based on staffing, funding, and infrastructure. However, within the SLP, the State can still outline clear expectations and offer coordinated support for LEAs. Where possible, your SEA can strengthen local implementation and continuous improvement by identifying:

- **Structures and Timelines:** Provide required or recommended implementation steps and timelines, and share aligned templates and guidance to support local planning.
- **Professional Development and Capacity Building:** Offer high-quality professional learning opportunities for educators and literacy leaders and ongoing support for evidence-based practices.
- **Coaching and TA:** Deploy regional literacy specialists or coaches, and provide TA that is tailored to district needs and plan fidelity.
- **Data Collection and Monitoring Structures:** Define roles for data collection and progress monitoring, and provide tools and dashboards for LEAs to analyze data and inform next steps.
- **Funding and Resources:** Support LEAs with guidance on using braided funding (e.g., Titles I–IV), and offer targeted grants for implementation and capacity-building efforts. (See also [Component 9](#) for resources and tools.)
- **Collaboration and Networking:** Facilitate regional or statewide learning networks to foster cross-district collaboration and the sharing of effective practices.
- **Alignment Across Transitions and Systems:** Help LEAs align their literacy-related work across grades and integrate with early learning and college and workforce readiness efforts.
- **Continuous Improvement and Sustainability:** Outline structures for reflective review (e.g., plan–do–study–act cycles), and promote innovation, long-term planning, and sustainability. (See [Component 8](#) for additional information on continuous improvement.)





To provide alignment and consistency, your SLT should consider collaborating across SEA departments (e.g., assessment, curriculum, special education, early childhood, and EL support) to model effective cross-functional data practices for LEAs. That might include:

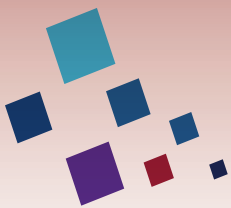
- Sharing approved data protocols and templates for monitoring literacy initiatives;
- Demonstrating how to use dashboards or platforms that visualize trends and progress;
- Offering joint professional development that integrates data literacy with literacy instruction; and
- Establishing expectations and structures for regular data use at the local level.

Considerations for Supporting Local Implementation of the SLP

Below are some guiding questions for your SEA as you prepare to support LEAs with the implementation and continuous improvement of your SLP. (Also see Component 9: Resources and Tools for additional information on supports for LEAs.)

- SEA Staffing and Capacity
 - What is the current capacity of the SEA's staff to provide professional development, coaching, monitoring, and TA?
 - Are there specific roles—such as literacy leads, regional specialists, or assessment experts—that need to be defined or filled?
- External Expertise and Partnerships
 - Will the SEA hire additional staff members or contract with external literacy experts or TA providers?
 - What process will be used to identify, vet, and manage qualified consultants?
 - Are there existing partnerships with universities, regional agencies, or literacy organizations that could be leveraged?
- Instructional Materials and Curriculum
 - Will the SEA recommend, endorse, or require specific high-quality instructional materials, screeners, or curricula?
 - What criteria or review process will be used to vet materials for alignment with State standards?
 - How will the SEA distribute guidance and materials to LEAs?
- Local Autonomy and Decision-Making
 - What decisions will LEAs make regarding curricula, assessments, or vendors?
 - Will the SEA offer guidance to support consistency while allowing local flexibility?
- Professional Learning Systems
 - What structures will deliver and sustain professional development (e.g., workshops, modules, or coaching)?
 - Will the SEA offer train-the-trainer models to scale local capacity?





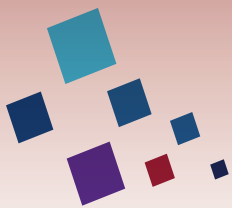
- Monitoring and Continuous Improvement
 - How will the SEA monitor local implementation and provide feedback?
 - What systems and data checkpoints will be used to assess progress and fidelity?
- Communication and Support Infrastructure
 - How will the SEA maintain two-way communication with LEAs?
 - Will there be dedicated staff members, office hours, or online platforms for support?
- Funding and Resource Allocation
 - How will the SEA support LEAs in braiding Federal and State funding (e.g., Titles I–IV)?
 - Will mini-grants or additional resources be available for high-priority areas?
- Local Control
 - How will the SEA support LEAs and ensure they can access important resources?
 - What strategies will the SEA use to communicate the benefits of the SLP to district and school leaders to encourage buy-in?
 - How will the SEA demonstrate how the SLP strategies align with and complement existing local work?

Local Literacy Plans

Supporting LEAs in developing local literacy plans that are aligned to the SLP ensures consistent implementation of statewide priorities while allowing flexibility to meet local needs. Providing a structured and supported avenue for LEAs to create local literacy plans helps LEAs understand how to translate the SLP's framework, prioritize strategies for local implementation, and implement them effectively in their own contexts. Your SEA might want to consider providing the following supports:

- A customizable template for a local literacy plan that aligns with the SLP's structure and components while allowing for local adaptation;
- Professional learning opportunities, such as informational webinars or workshops, to help LEAs understand the SLP and how to translate it to the local level;
- Examples or case studies demonstrating how LEAs have developed local literacy plans to reflect their unique strengths, challenges, and community priorities;
- Ongoing TA and coaching to guide districts through the planning and implementation process, especially for those with limited internal capacity;
- Information and support on data collection and analysis to help LEAs monitor the implementation of the local literacy plan and engage in cycles of continuous improvement;
- Recommended metrics and feedback loops that align local goals with statewide measures and allow for meaningful reporting and reflection; and
- Opportunities for peer collaboration such as communities of practice or regional planning cohorts that promote shared learning and innovation.





Additionally, your SEA and LEAs could enhance support by partnering with community-based organizations, local literacy coalitions, State-level advisory committees, and regional service centers. These partners could provide valuable resources, capacity, and credibility. They might also assist with:

- Engaging families and communities in the planning process;
- Offering supplemental instructional or tutoring services;
- Hosting local literacy-related events or awareness campaigns;
- Helping LEAs navigate available services and supports; and
- Contributing localized data or feedback on implementation impact.

A well-supported local literacy plan process not only reinforces the goals of the SLP but also fosters ownership, builds capacity, and strengthens the connection between the State's vision and classroom practice.

Supporting LEAs' Data Literacy

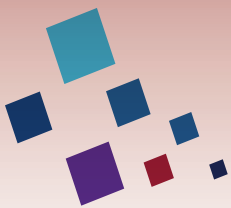
To support LEAs in implementing continuous improvement, your SEA's staff members will need to be able to analyze, interpret, and apply data for instructional decision-making. Data literacy is foundational to identifying student needs, monitoring implementation, measuring outcomes, and refining strategies. Without strong data literacy, even the most well-designed local literacy plans might fall short in execution.

Your SEA should take a proactive role to support LEAs with data literacy. The goal is to build LEAs' capacity to use data effectively for instructional planning, student achievement, and continuous improvement. Here are key actions your SEA should take:

- Offer role-specific professional development (e.g., for teachers, principals, and data teams) using real data and applied practice.
- Share user-friendly dashboards, data discussion protocols, and templates aligned with State priorities around literacy and MTSS.
- Deliver timely, high-quality data via secure platforms and simplify reporting processes.
- Use data during site visits, coaching, and improvement planning to guide decisions and action steps.
- Show how the SEA uses data to make decisions, and highlight successful LEA examples.
- Create opportunities for districts to share strategies and learn from one another through networks and professional learning communities.

By aligning internal SEA processes and actively modeling data-informed decision-making, the SEA can support the development of a strong, data-driven culture throughout the State. Empowering LEAs with the tools, training, and support to use data effectively will enable them to assess progress, adjust strategies, and ultimately improve literacy-related outcomes for all students.





Real-World Example: Florida



Florida requires districts to develop comprehensive evidence-based reading plans and offers the optional [District Comprehensive Evidence-Based Reading Plan Reflection Tool](#) for developing these local plans. It includes guidance on:

- District expenditures;
- Literacy leadership at the district and school levels;
- Assessment, curriculum, and reading instruction;
- Tutoring programs to accelerate literacy learning; and
- Family engagement activities.

Fictional State A: Example SLP Language

As part of this SLP, the State A Educational Agency provides developmentally appropriate formative assessment options for LEAs to track students' progress with 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 Educational Agency will work with LEAs to identify areas of success and improvement based on the data to adjust implementation as needed.

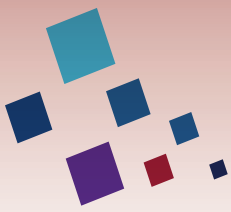
The State A Educational Agency is also providing classroom observation rubrics for specific grades to support teachers with successful implementation. In addition, coaches are available to provide onsite TA to LEAs and schools. They should contact the State A Educational Agency to request this assistance. The State A Educational Agency will also offer in-person and virtual professional learning opportunities throughout the year on specific topics, such as MTSS and working with the needs of all students. Any LEA that wishes to contract with outside vendors for additional professional learning should consult the provided list of approved vendors.

Additional Reflections

Your SEA should consider the following:

- Strategies to disseminate the SLP to LEAs, as well as ways to gather educators' input during implementation to get feedback and build buy-in;
- Methods for clearly communicating about State assessments, timelines, and the use of outcome data;
- When possible, using existing State assessments to measure effectiveness;
- Aligning goals and activities with existing infrastructure to the extent feasible; and
- The needs of teachers during implementation and how the SEA could provide support from the beginning.





Resources

- [Continuous Improvement in Education](#): A Toolkit for Schools and Districts. This toolkit, from the U.S. Department of Education's Institute of Education Sciences (IES) and Regional Educational Laboratory (REL) Northeast & Islands, guides continuous improvement efforts.
- [Administrator Data Literacy Fosters Student Success](#). This resource offers additional information on using data to inform continuous improvement.
- [Implementing a State Literacy Plan at the Local Level](#). This practice brief provides suggested actions and reflection questions that can help an SEA work with the LEAs within the State to ensure the SLP is implemented successfully.
- [Implementing Evidence-Based Literacy Practices](#). This fact sheet, from IES and REL Southeast, provides a road map of IES resources around evidence-based literacy practices and includes a complementary explanatory video.
- [Practical Measurement for Continuous Improvement in the Classroom](#): A Toolkit for Educators. This toolkit, from IES and REL Southwest, is designed to guide educators in developing and improving practical measurement instruments for use in continuous improvement.
- [What Tools Have States Developed or Adapted to Assess Schools' Implementation of a Multi-Tiered System of Supports/Response to Intervention Framework?](#) This IES and REL Appalachia report describes the features of 31 tools that 21 States developed or adapted to assess key practices that are informed by the research literature.





Component 8: Continuous Improvement at the State Level

Component Overview

- Communicates the plan for the State-level continuous improvement cycle, including procedures and timelines for data collection and analysis.

Background, Rationale, and Application

A well-designed SLP clearly communicates how you will implement the plan, support the LEAs, and use data to monitor progress and refine strategies for continuous improvement. Embedding processes for ongoing reflection and continuous improvement can help ensure that the SLP remains relevant and useful to districts as they strive to improve student outcomes.

Implementation Science and Improvement Cycles

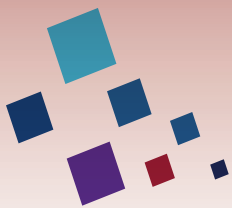
Implementation science is the scientific study of methods used to integrate evidence-based practices into daily use. Implementation science recognizes that effective implementation cannot happen at full scale immediately. It is a multistage process that unfolds over time. Typically, there are four stages of implementation.

- **Exploration.** In this stage, the SEA is identifying needs (see [Component 2](#)) and aligning priorities with relevant requirements and mandates (see [Component 3](#)).
- **Installation.** In this stage, the SLT begins preparing for implementation by gathering stakeholder feedback and planning for LEA training and the resources that will be provided (see [Component 9](#)).
- **Initial implementation.** In this stage, the SLP has been rolled out and early adopters (e.g., pilot LEAs) begin work. The SEA supports these efforts with targeted TA, monitors implementation fidelity, and uses formative data to identify necessary adjustments.
- **Full implementation.** In this stage, the SLP's strategies are being integrated as planned across the State with continual monitoring and refinement. Implementation science research shows that it may take two to four years for an initiative to reach this stage.

Implementation is thus an iterative process that may not always be linear because of changing conditions on the ground. Different LEAs or regions may be in different stages at the same time. The iterative process can be facilitated through improvement cycles. To manage this complexity, your SEA can support LEAs through structured continuous improvement cycles. One common improvement cycle model is the plan–do–study–act cycle, which drives continuous improvement.

Accounting for the stages of implementation and the improvement cycle can help the SEA effectively plan for the time that will be needed to fully implement the SLP and set realistic goals for implementation. It can also help the SEA appropriately support LEAs as they move through the stages.





Monitoring Progress

Progress monitoring is an ongoing, systematic process used to assess implementation, identify successes and challenges, and inform timely adjustments. It can ensure that your SLP remains dynamic, responsive, and effective over time.

You might start with your SLP's goals and activities and/or logic model (see Component 6). These should provide a guide for the selection of metrics and data collection strategies that align with your intended outcomes and goals.

To ensure successful and measurable implementation of the SLP, consider collecting, tracking, and analyzing the following types of data:

- Student outcome data on literacy assessments and screeners;
- Implementation data from LEAs, including the status of implementation of evidence-based literacy instruction, the use and integration of evidence-based resources or instructional materials, and alignment with SLP strategies;
- The number and quality of local literacy plans developed by LEAs in alignment with the SLP;
- Feedback from LEAs on TA, professional learning, and resources provided by the SEA related to implementation;
- Participation data, such as LEA attendance at trainings, community of practice sessions, or coaching sessions; and
- Professional development evaluation data, capturing participant satisfaction, knowledge gained, implementation, and impact on instructional practices and student outcomes.

Decide which criteria or elements will be most valuable to evaluate. What information could best inform realistic and actionable next steps? These criteria should reflect key priorities of your SLP and provide actionable insights. Focus on information that can meaningfully guide your SEA and LEAs in refining strategies and making data-driven decisions. Avoid overburdening systems with data that are difficult to act on or irrelevant to current goals.

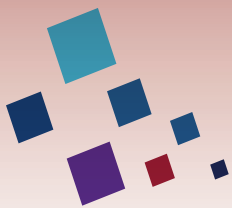
Collect and analyze data throughout implementation. As you collect student outcomes, disaggregate the data, especially by student needs, grade level, region, and instructional program. This approach will assist you in addressing access and outcomes, identifying patterns, and refining supports for specific student needs. Similarly, when identifying the impact of professional development, look for trends that require adjustments in the TA approach and services.

Establish feedback loops to gather input from stakeholders. Consider scheduling meetings to discuss progress with the SLT and/or stakeholder group. Plan for regular collaboration between your SLT and other stakeholders. This could include:

- Quarterly or biannual review meetings to examine progress and discuss needed course corrections;
- Surveys, focus groups, or stakeholder interviews to gather qualitative feedback; and
- A shared data dashboard or summary reports to make progress transparent and accessible.

Use findings from these monitoring efforts to inform meaningful adjustments. Flexibility and responsiveness are key; what works in one region or with one LEA may need modification elsewhere.





Ultimately, effective progress monitoring is not just about tracking compliance or outcomes; it's about fostering a culture of reflection and continual growth at both the SEA level and the LEA level.

Real-World Example: Montana



The [Montana Literacy Plan](#) includes a dedicated section on continuous improvement that provides both strategic guidance and practical tools. The section includes essential questions, detailed information on each part of the improvement cycle, specific guidance on potential action steps, recommendations for goal setting, and a template for continuous improvement. Montana's continuous improvement cycle consists of the following components:

- Assessing local needs using an SEA-provided assessment tool;
- Selecting evidence-based strategies, practices, and interventions through a formalized process established by the SEA;
- Creating a plan for implementation that includes clear measurable goals and action steps;
- Implementing and monitoring the plan by collecting and analyzing both student and educator data; and
- Reflecting and revising the plan at least twice a year through a deep analysis of student and educator data.

This structured approach helps ensure that implementation remains data-driven, goal-oriented, and responsive to local needs.

[Source: [Montana Literacy Plan](#) (2018)]

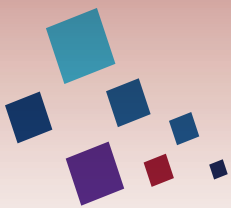
Additional Reflections

- When do you anticipate full implementation will be reached? Think about the implementation stages and how long each may take across the State.
- How will the SEA roll out the SLP? Should you start with a small group of LEAs to learn from their work before scaling it? Or will you begin implementation with all LEAs at the same time?
- What data points will you use to identify shifts between implementation stages, particularly initial and full implementation? How will these data be collected, and by whom?
- How will the SEA ensure implementation is adaptable? How will the plan allow for flexibility based on LEA context and evolving student needs?
- What indicators will signal LEA readiness for each phase of implementation? Are there prerequisites, such as local plan development or participation in professional learning?

Resources

- [Active Implementation Practice and Science](#). This brief, from the National Implementation Research Network (NIRN), discusses implementation practice, science, and policy to support the effective use of interaction-based innovations.
- [Four Domains for Rapid School Improvement](#). An Implementation Framework. This NIRN resource describes how to use improvement domains in practice through the lens of implementation science.





Component 9: Resources and Tools

Component Overview

- To support LEAs and other stakeholders, provides materials such as a list of online resources, TA materials, and information on availability of TA.

Background, Rationale, and Application

To ensure effective implementation, you can develop and gather resources and TA materials for your LEAs. Effective implementation relies on clear and actionable resources. These materials help translate the strategies and goals of the SLP into consistent practices across diverse LEA contexts. Resources should support local literacy planning, instruction, coaching, intervention, and continuous improvement.

TA Materials

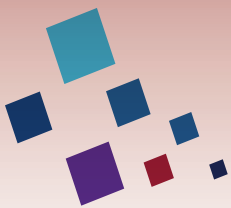
The release of your SLP could coincide with the launch of a collection of relevant literacy-related materials. A dedicated webpage could house both the SLP and a collection of materials. Consider organizing resources into functional categories:

- Implementation tools: sample local literacy plan templates, needs assessment rubrics, implementation checklists, timelines, and data-tracking spreadsheets.
- Instructional resources: evidence-based instructional guides aligned with the SLP's framework, video modules on the evidence-based practices, and grade-specific strategy banks.
- Professional learning materials: literacy coaching playbooks, training slide decks, embedded coaching protocols, and professional learning community facilitation guides.
- Communications tools: fact sheets, infographics, family and community engagement guides, and materials tailored to a variety of audiences.

Gathering or Developing Resources

Gather a library of high-quality online resources related to literacy. You can use websites such as the [What Works Clearinghouse](#) and [Evidence for ESSA](#) to identify resources with demonstrated effectiveness. Collaborate internally to involve SEA departments focused on curriculum, instruction, special education, and early learning to ensure alignment and resource integration. Use feedback from LEAs, family liaisons, teacher leaders, and literacy specialists to ensure relevance and usability. Your SLT might inform the creation or revision of resources to complement your SLP. Your stakeholder group could also provide valuable input on the selection and development of resources.





Gather and review any tools developed to support your SLP. These could include:

- A district-level professional learning plan template;
- A matrix that maps each resource to the SLP's components and literacy development domains (e.g., phonemic awareness, vocabulary, and comprehension);
- An LEA tool for identification of stakeholders, goals, and other planning factors;
- A rubric for effective leadership and instruction in literacy;
- A school implementation checklist;
- A school action plan;
- A school data worksheet;
- High-quality instructional materials and lists of screeners or intervention programs aligned with the SLP to help LEAs understand how they could support the implementation of your SLP; and
- State-specific guidance for how each resource supports the literacy framework within the SLP; alignment with State laws, policies, and regulations (see Component 2); and alignment with other literacy-related initiatives (e.g., MTSS) (see Component 3).

Real-World Example: Wyoming



Wyoming's Reading Assessment and Intervention Guidance includes a rich collection of resources designed to support LEAs in implementing evidence-based literacy-related instruction. These listings include resources such as:

- A template for an [individual reading plan](#) to assist in local implementation planning;
- [Instructional videos from Reading Rockets](#) on evidence-based strategies;
- Resources and tools from other organizations across the country, such as the [Florida Center for Reading Research](#);
- Links to literacy-focused organizations within the State, such as [Decoding Dyslexia Wyoming](#) and the University of Wyoming's [Literacy Research Center and Clinic](#); and
- Groups such as the [Wyoming Afterschool Alliance](#), [Wyoming Kids First](#), and [WY Lit](#) focused on engagement with State-based family and community support systems.

Including both State and national resources within the SLP can help LEAs place their work in context and foster a coherent and strategic approach to literacy improvement statewide.

Additional Reflections

As you develop this section of your SLP, you might want to reflect on:

- Parameters for which resources to include (e.g., resources from within the past 10 years or resources from government or nonprofit sources);

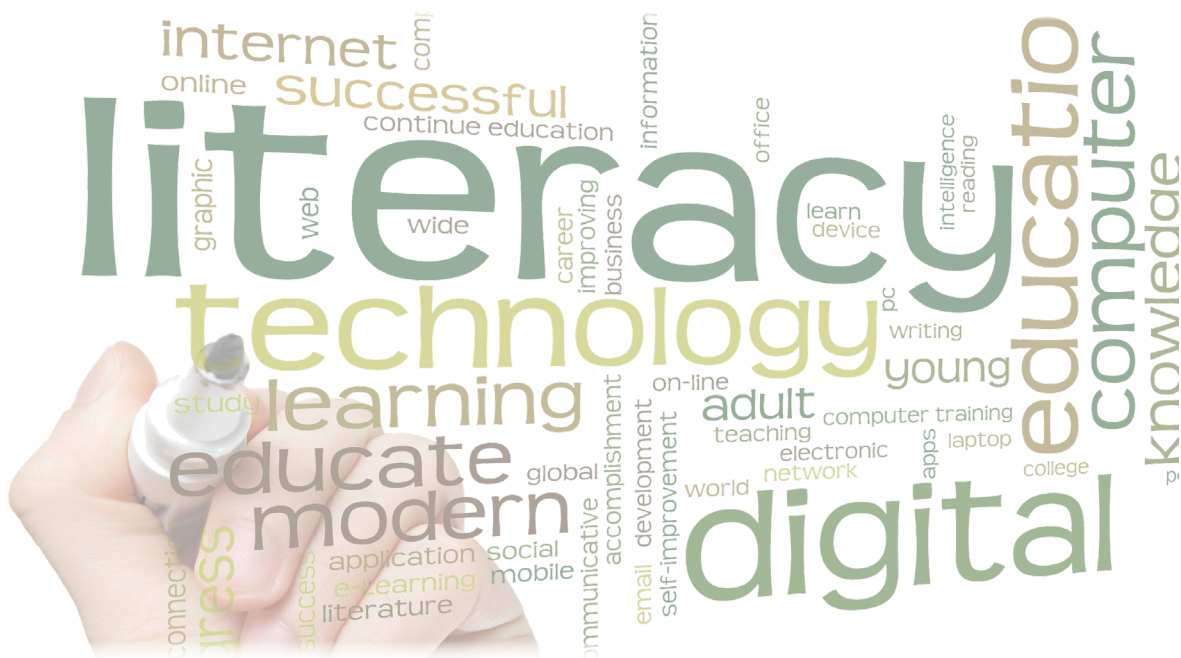


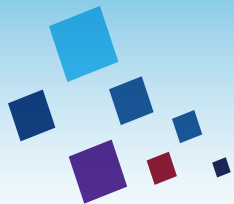


- Why a specific resource was selected, including alignment with the SLP's goals, literacy frameworks, the target audience, and intended outcomes and goals;
- How hyperlink information will be maintained over time, including roles and processes for periodic review and updating of web-based resources—a crucial step in maintaining a current resource library;
- Whether professional development is needed to use the resource effectively, such as a companion tutorial, case study, or training module that demonstrates application; and
- How feedback from users (e.g., LEAs, literacy specialists, and families) will be collected, reviewed, and used to improve and revise resources over time.

Resources

- [CLSD National Literacy Center Resource Repository](#). The resource repository enables users to search for evidence-based practices related to literacy with a variety of filters.
- [What Works Clearinghouse](#). IES's What Works Clearinghouse links to prescreened, high-quality educational materials from thousands of sources.
- [ERIC](#). ERIC is a U.S. Department of Education–funded search engine for research papers and resources.
- [Evidence for ESSA](#). This site provides information on programs that meet Federal evidence standards and enables educators and communities to select effective educational tools to improve student success.





Phase Two: Writing or Revising an SLP

The steps listed below are suggestions. Your State's process may not follow the order in which we have listed them. The State literacy plan (SLP) development or revision process is complex. You most likely will be working on several steps at the same time.

- Establish or reassemble a State literacy team (SLT).
- Understand literacy-related laws and infrastructure.
- Conduct data gathering.
- Create benchmarks for SLP development or revision.
- Integrate with multitiered systems of support (MTSS).
- Collaborate with stakeholder groups.

Each step is further explained within Phase Two, which also includes resources and tools.

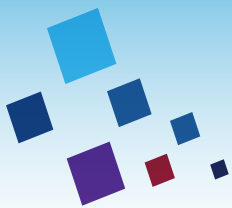
Establish or Reassemble an SLT

Prior to selecting team members, consider collaborating with staff members at your State educational agency (SEA) and external subject matter experts (SMEs).

Table 10. Potential SLT Members and Responsibilities

Role	Responsibilities
State Director Who Provides Oversight for Literacy	Is responsible for overall leadership, strategy development, and implementation of the State's literacy initiatives. Leads the team and provides overall strategic direction for SLP development or revision.
Curriculum Specialist	Focuses on developing and aligning literacy curriculum materials with State standards and effective strategies.
Assessment Coordinator	Manages literacy assessments, data collection, and analysis to measure progress and inform decision-making.
Research Analyst	Conducts research to identify evidence-based literacy strategies.
Early Childhood Literacy Expert	Focuses on literacy development in early childhood education.
Secondary Literacy Expert	Focuses on literacy development in secondary education.
Special Education Expert	Focuses on literacy development for students with disabilities.
EL Specialist	Addresses the literacy-related needs of students learning English as a new language.
Policy Adviser	Understands literacy policy and legislative changes.
Office of the General Counsel	Verifies that the SLP aligns with current laws.
Writer	Is responsible for establishing one voice throughout the SLP and organizing thoughts and information.
Editor	Edits and formats SLP content.





If people from outside the SEA are involved with the SLT, you might want to use an application process to vet members.

Real-World Examples: SLT State Spotlights

Below are real-world examples of applications that States have used to identify members of their SLTs.

Real-World Example: North Dakota



[North Dakota's literacy team application](#) outlines the formation of a representative SLT to guide the development, implementation, and monitoring of the SLP. The team supports a birth–Grade 12 literacy continuum. Members are drawn from various sectors—early childhood, K–12, higher education, state agencies, and tribal communities—based on literacy-related expertise and commitment. The application gathers details on applicants' roles, experience related to statewide literacy, and readiness to engage in SLT work. Key goals include expanding access to high-quality, evidence-based literacy instruction and ensuring the SLP reflects both State and local priorities.

Real-World Example: California



[California's SLT application](#) is designed to recruit a variety of stakeholders for participation in the development of California's SLP. The purpose of the application is to form a 35-member team of individuals with literacy-related experience across birth–Grade 12 to review findings from the State's literacy needs assessment and provide feedback and recommendations during a two-day in-person meeting. This application emphasizes a continuum approach to literacy from early childhood through secondary education. The application gathers background details, literacy-related expertise, and alignment with California's educational standards and priorities.

Understand Literacy Legislation and Infrastructure

Many States have enacted laws that influence literacy instruction and SLP development. Understanding current literacy-related laws and policies is key to developing or revising an SLP. This background knowledge will help both the SEA and local educational agencies (LEAs) align the plan with laws and policies.

Many States' literacy-related laws focus on the selection of programs, materials, and teacher training grounded in evidence and scientific research. Other literacy-related laws focus on family and community engagement, preservice teacher training, students with dyslexia, assessments, after-school services, and tutoring services. The resources below can assist you in understanding how literacy-related laws in your State affect the SLP process.

Other infrastructural considerations can inform an SLP, including the governor's literacy-related priorities, statutorily mandated reading councils, and local control policies. Aligning the SLP with these other literacy initiatives ensures that objectives are shared and helps secure support for the plan.

Opportunities for Support From Existing Infrastructure

Throughout the SLP development or revision process, various partners may be able to provide valuable support. Your SEA should consider collaborating with other departments and agencies, such as the early childhood office/agency, institutions of higher education (IHEs), and partner organizations.





Guiding Questions for Understanding Legislation and Infrastructure

Use the guiding questions below for reflection and discussion with the SLT.

- How will literacy-related laws affect the SLP?
- Does the governor have priorities related to literacy education? How could those be incorporated into the SLP?
- What local control or guidance affects literacy instruction?
- What collaborative efforts could be made with LEAs, communities, and State officials to ensure that the SLP is well integrated and aligns with the State's literacy-related laws?



Resources for Infrastructure

- [A Nation of Readers](#). This resource, from the Council of Chief State School Officers, describes four concrete actions State leaders can take to align literacy curricula and instruction to evidence-based practices.
- [Education Governance Dashboard](#). This resource, from the Education Commission of the States, explores State education governance and examines the roles, responsibilities, and relationships of entities tasked with policy and program development. The resource emphasizes the uniqueness of each State's system, as each is shaped by individual goals, cultural nuances, and historical contexts.

Conduct Data Gathering

Collecting and analyzing data can identify literacy-related priorities within a State. Use a systematic approach to gathering and analyzing data. Comparing current literacy rates with literacy achievement goals will help determine priorities for the SLP, identify needs for all students, and highlight literacy-related strengths and weaknesses within the State.



Community members, school staff members, and other stakeholders can collaborate in data gathering. Engaging with various stakeholders during the data gathering process ensures that planning, data collection, and analysis are comprehensive and incorporate the input of people with a range of expertise and perspectives.

Gathering Information

Before developing or revising an SLP, it is important to conduct a review of all essential documents and information that could inform the content. Gathering this information early in the process provides context, identifies gaps or areas of alignment, and ensures that the SLP is informed by a comprehensive understanding of the current literacy landscape.

The resources listed in Table 11 should be reviewed before identifying specific data sources or beginning assessments, as they help establish a baseline of what is already in place and what may require attention or improvement. By organizing and synthesizing this information upfront, your SEA can create a more cohesive, targeted, and actionable literacy plan.





Table 11. Documents and Data to Gather Before Developing or Revising an SLP

Document or Data Type	Details and Examples
State literacy policies	<ul style="list-style-type: none"> • Current and pending literacy-related legislation • The governor's literacy-related priorities • Other State literacy-related initiatives and outcome data from initiatives • SEA policy documents • State literacy standards
State policies and guidance on teachers and teacher preparation	Information on: <ul style="list-style-type: none"> • Teacher requirements, licensure, evaluation requirements, and other credentials • Professional learning for teachers
Information on systems supporting students	MTSS or other intervention processes used in the State
Information on partnerships	IHEs, SMEs, stakeholders, and others

Identify Data Sources

Start With Existing Sources

First, consider your State's existing information and data. The following are sources of existing information and data:

- Student achievement data
 - State literacy assessments
 - Districtwide literacy assessments (e.g., reading screeners, benchmarks, and diagnostic assessments)
 - National literacy assessments (e.g., the SAT, ACT, and NAEP)
- Student enrollment data
 - Attendance rates
 - Dropout rates
- Current curricula and instructional practices
- Teacher evaluation data
- Teacher professional learning data
- District report cards
- District policies and plans
- Census data



Potential Sources for Gathering Other Information

Other sources may include the following:

- **Observational data.** For example, would it be helpful to observe literacy-related activities directly? If so, data could be collected via standardized observation forms.
- **Interviews.** Protocol-based conversations with stakeholders could gather qualitative insights.





- **Surveys.** Questionnaires about literacy education and needs could be distributed to students, educators, administrators, families, and other stakeholders.
- **Focus groups.** Moderated group discussions could offer insight into experiences and perceptions of literacy education and needs.

Considerations for Data Source Selection

- Which data sources are most relevant to the SLP and its development or revision?
- Which sources provide data that could help “tell the story” of literacy in your State to a broad audience? Consider what the data actually show and how they could be presented in a meaningful way.

Plan for Data Gathering

Table 12. Guiding Questions for Each Step of the Data Gathering Process		
Action	Guiding Questions	Responses
Plan		
Understand the Scope and Purpose of Data Gathering	<ul style="list-style-type: none"> • What data gathering will support the goals of the SLP? • How will the insights gathered from data inform the development or revision of the SLP? 	
Identify Stakeholders	<ul style="list-style-type: none"> • How can community members, stakeholders, and experts provide input and feedback? • Who will plan and conduct data gathering? • What stakeholders should be involved? • How and when will stakeholders be engaged? 	
Identify Existing Data Sources	<ul style="list-style-type: none"> • What existing datasets are available? (Consider reports and State literacy achievement data, as well as data from surveys, assessments, focus groups, interview, and observations.) • How recent are the data? • What do the available data tell you about student needs? • What information is still needed to inform the development of the SLP? 	
Collect and Organize Data		
	<ul style="list-style-type: none"> • What are the current literacy rates for students in different grades and geographic areas? Consider specific subsets of data for students with additional needs, such as students with disabilities and English learners. 	
Interpret Data and Determine Priorities		
Identify Trends	<ul style="list-style-type: none"> • What patterns and trends do the data reveal? 	
Incorporate Data Findings	<ul style="list-style-type: none"> • How do the data inform the SLP’s goals and priorities? • How will evidence-based activities and/or interventions align with the identified needs? 	





Resources

- [Forum Guide to Taking Action with Education Data: Data Use for State Program Staff](#). This brief, from the National Forum on Education Statistics, provides practical information and guidance for identifying, accessing, interpreting, and using education-related data for actionable initiatives.

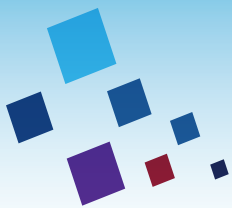
Create Benchmarks for SLP Development or Revision

When developing or revising an SLP, establishing a timeline with benchmarks can guide the process. The entire development or revision process can take from six months to two years, depending on the SEA's capacity and scope of work. Below are common benchmarks that SEAs create to ensure a thoughtful development timeline and process. Determine whether the benchmark applies to the SLP development process for your SEA.

BENCHMARKING

- **Establish a budget:** Identify and allocate financial resources needed to support the SLP development process, including staff time, stakeholder engagement, and external consultants.
- **Form an SLT:** Assemble a representative team of SEA staff members, literacy experts, and key partners responsible for leading and managing the SLP development process.
- **Review current standards and/or curriculum frameworks:** Examine existing State literacy standards and curriculum frameworks to ensure alignment with the new or revised SLP.
- **Review existing State legislation:** Analyze literacy-related laws and regulations (e.g., dyslexia-related policies) that may affect the SLP's scope or content. Consider how current literacy laws will affect the SLP timeline.
- **Gather, analyze, and interpret data:** Collect and examine relevant literacy achievement data, teacher preparation data, and feedback from prior initiatives to inform planning.
- **Engage stakeholders:** Involve key voices—including educators, families, IHEs, and community organizations—through surveys, listening sessions, and advisory groups.
- **Create or revise a theoretical framework:** Define or refine the vision, mission, and guiding principles that will ground the SLP.
- **Create an SLP outline:** Draft a structural outline that includes major components, subcomponents, and priorities of the SLP.
- **Draft or revise the SLP:** Develop or update the content of the SLP, aligning it with data findings, stakeholder input, and evidence-based practices.
- **Obtain stakeholder feedback:** Share drafts with stakeholders to collect input and suggestions for strengthening clarity, feasibility, and alignment.
- **Incorporate stakeholder feedback:** Revise the draft SLP based on feedback to ensure it reflects broad input and supports usability.
- **Finalize the SLP:** Edit, format, and prepare the SLP for publication and dissemination.
- **Disseminate the SLP:** Launch the SLP via the SEA's website, webinars, and training sessions; communicate the plan's vision and priorities to LEAs and partners.





Guiding Questions for SLP Development and Revision Milestones

Use the guiding questions below to reflect and discuss with the SLT.

- What considerations or actions are necessary to reach each milestone?
- What steps and preparations are needed to ensure that the SLT is ready to work and meet each development milestone?
- Who needs to be involved in each milestone?
- What steps are needed for the writing, editing, and review process?
- When incorporating feedback from stakeholders and the public, what strategies will be effective to ensure that the input is fully integrated into the SLP in a timely manner?
- What criteria will be used to determine whether each benchmark is achieved?
- How will progress toward each milestone be documented and reported?
- Are there potential risks, roadblocks, or external factors (e.g., legislative cycles, elections, and leadership changes) that could delay progress at any milestone?



Integrate With MTSS

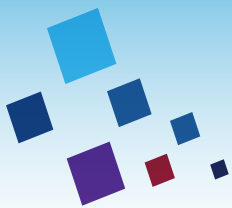


MTSS provides a structured, data-driven approach to addressing student needs, making it a natural framework for supporting literacy development. MTSS emphasizes evidence-based instruction, early intervention, and ongoing progress monitoring, all of which are essential for strong literacy-related outcomes.

Many States are engaged in the work of developing, strengthening, or implementing MTSS to support literacy. These States recognize that a comprehensive, tiered approach can enhance literacy instruction and intervention efforts. To maximize efficiency and impact, your State can align your work on your SLP with MTSS implementation to ensure that literacy initiatives align and complement one another within a cohesive support structure. Consider the following questions:

- **Which components or sections of the SLP should describe your State's MTSS?** Should additional elements of MTSS be included in the SLP? For example, should the SLP specifically outline how to implement key MTSS components—such as universal screening, interventions, and tiered supports—to ensure alignment and consistency statewide? Or should the SLP remain more flexible, allowing LEAs to adapt based on the existing MTSS framework and local implementation needs?
- **Where do your State's MTSS framework and SLP goals overlap?** If your SEA is developing MTSS protocols and the SLP concurrently, are there ways in which the goals and timelines could align to improve efficiency and coordination?
- **Where could expertise be leveraged?** Are there MTSS staff members or stakeholders who could also contribute to the SLP development or revision process? How could existing expertise in tiered supports, interventions, and data analysis enhance SLP planning?





- Can the SLP use established systems and structures for data collection and/or progress monitoring efficiency to avoid duplication? For example, can assessments that are part of the MTSS also provide valuable data that inform the SLP's goals? Which existing data and reporting processes could serve both MTSS needs and SLP needs efficiently?
- How can professional learning opportunities support both MTSS implementation and literacy plan goals? What resources, training, or coaching are needed to ensure that educators and administrators can effectively implement MTSS?

MTSS State Spotlights

Real-World Example: South Dakota



South Dakota's MTSS manual, which is referenced within the SLP's [District Guide for Implementation](#), integrates MTSS into its literacy instruction through a structured five-step framework outlined in the district guide. This approach ensures that literacy practices are data-driven, evidence-based, and responsive to student needs across all grade levels. A tiered support system is established to provide targeted interventions:

- Data collection and analysis systems drive instructional decisions.
- Screening and diagnostic data identify students with additional needs and inform intervention planning.
- Evaluation tools assist in selecting appropriate intervention programs.
- Decision rules guide movement within tiered supports.
- Schedules include designated intervention times.
- Interventions are evidence-based and delivered by qualified professionals.

This comprehensive integration of MTSS within South Dakota's literacy framework ensures that instruction is tailored to the needs of all students, fostering improved literacy-related outcomes statewide.

Real-World Example: Iowa



[Iowa's MTSS framework](#) is referenced within the "Quality and Coherent MTSS" section of the [Iowa Comprehensive State Literacy Plan](#). This section integrates Iowa's MTSS into literacy instruction through a structured framework that emphasizes data-driven decision-making, tiered interventions, and continual monitoring to meet the needs of all students.

The key components are:

- **Leadership:** establishing leadership teams to support consensus, infrastructure, and sustainability of MTSS practices;
- **Assessment and Data-Based Decision-Making:** utilizing various data aggregates to evaluate the overall health of the educational system and identify students requiring additional support;





- **Universal Core Instruction:** ensuring that core instruction is universal and sufficient for all students;
- **Supplemental and Intensive Tiers:** providing additional support through targeted and intensive interventions for students who need more than the universal core instruction; and
- **Infrastructure:** developing effective structures for ongoing professional learning, coaching, and evaluation to support all staff members in implementing MTSS practices.

Additionally, Iowa employs tools to support data collection and analysis, facilitating timely interventions and progress monitoring. Through this comprehensive MTSS framework, Iowa aims to enhance literacy-related outcomes by providing evidence-based instruction tailored to each student's needs.

Collaborate With Stakeholder Groups: Establishing Stakeholder Groups

The SLP stakeholder group provides feedback to the SLT. This collaborative effort enhances the plan's responsiveness and effectiveness within the community. Stakeholder groups assess whether the content aligns with the needs of all students and whether the SLP is easy to understand. Stakeholder groups should consist of a dynamic, balanced group of team members. Stakeholders should include those who serve in a wide variety of educational roles, including those with backgrounds relevant to literacy education. Members to consider:

- Librarians
- School principals and vice principals
- District administrators
- Special education administrators
- Curriculum specialists
- IHE faculty members
- Professional organization representatives
- Business/industry representatives
- Community members
- Parents/guardians of K–12 students
- K–12 teachers
- Child care providers





Stakeholder Groups Development Tool

Use the Stakeholder Groups Development Tool below (Table 13) to assist with creating a stakeholder group.

Table 13. Stakeholder Groups Development Tool	
Question or Information Category	
List State requirements and other requirements for engaging stakeholders.	
List any groups of students (e.g., specific grades and students with disabilities) who have mean scores lower than the proficiency level on statewide assessments.	
List organizations (e.g., LEAs, regional service centers, and nonprofit organizations) that support students listed above.	
List proposed stakeholder group members (individuals and/or positions).	
Among the stakeholder group members identified above, are there representatives from all geographic regions of the State? If not, who else could be included?	
List activities to involve stakeholders not traditionally included.	

Resources

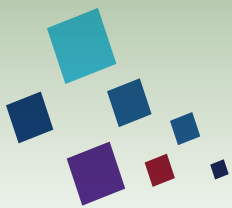
[A School Leader's Guide to Effective Stakeholder Engagement.](#) This school leader-focused resource, from Bellwether Education Partners, provides a brief introductory article and a slideshow with guidance and tools to inform effective stakeholder engagement that can be adapted and scaled for use at the State level.

[Stakeholder Engagement Toolkit: 'Traversing Stakeholder Land.'](#) This resource, from the Institute of Education Sciences' Statewide Longitudinal Data Systems Grant Program, equips users with a six-step plan, guiding questions, exercises, and tips to help them identify where they are in the stakeholder engagement process and where they need to go.

Conclusion

Once you have finished writing or revising your SLP, you can move on to the next phase of the *SLP Starter Kit*, "Phase Three: Dissemination."





Phase Three: Dissemination

This phase of the State Literacy Plan Starter Kit is for State educational agencies (SEAs) that have completed the creation or revision of their State literacy plans (SLPs) and are ready to disseminate their plans to local educational agencies (LEAs) and other stakeholders.

This section of the SLP Starter Kit walks you through creating an effective dissemination plan. You can use this resource to coordinate efforts as you take the following steps, each of which is detailed in the following sections of this phase.

1. [Establishing Priorities of Dissemination](#)
2. [Identifying Key Audiences](#)
3. [Crafting Key Messages](#)
4. [Creating a Strategic Outreach Plan](#)
5. [Developing Materials](#)



The descriptions below offer differentiated guidance for large SEA teams (i.e., those with more than three members) and small SEA teams (i.e., those with one to three members).

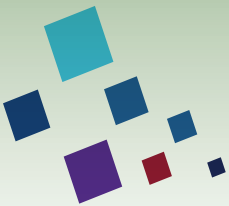
1. Establishing Priorities of Dissemination

As you plan for communicating the SLP to the educators in your State, establishing priorities as a State literacy team (SLT) can ensure strategic use of personnel, resources, time, etc.

Sample priorities for dissemination of your SLP might include:

- Explaining how the SLP will improve literacy instruction and outcomes for students;
- Acquainting stakeholders with your State's literacy-related needs and the compelling rationale for the SLP;
- Building buy-in within LEAs for addressing those pre-K–12 literacy needs via the SLP;
- Developing or reinforcing relationships and two-way communication among representatives of the SEA and stakeholders, especially LEA administrators and literacy leaders across the State, to support transparency, trust-building, and shared ownership of the SLP;
- Illustrating how SLP implementation will connect to existing initiatives and explaining the technical assistance (TA) that the SEA will provide;
- Informing stakeholders of the evidence-based nature of the SLP;
- Soliciting and addressing feedback from stakeholders;
- Emphasizing strategies for continuous improvement and responsiveness to stakeholder feedback; and
- Developing key champions who can build support for the SLP.





2. Identifying Key Audiences

After establishing priorities, the SLT can use them to inform the identification of key audiences, messaging, and materials. This strategic approach will ensure that the dissemination of the SLP is purposeful and aligned with stakeholder needs.

Audiences might include:

- Early childhood educators and administrators;
- K–12 educators;
- LEA and school administrators;
- School board members;
- Students;
- Families;
- Community members;
- Other State education offices, such as offices of early childhood and special education;
- Partner agencies, including public–private partnerships;
- State-level government offices pertaining to education or children;
- State board of education members; and
- Higher-education faculty members and teacher preparation programs.

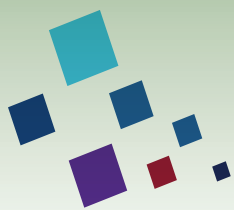


You might choose to further define certain audiences by region of the State or other factors. Additionally, consider audiences based on a literacy-related focus (e.g., early literacy or adolescent literacy).

The Key Audience Tool in Table 14 can help you identify each audience for your SLP’s dissemination, the best mechanism or venue to communicate with the audience, and the timeline for conducting that specific outreach. A [blank template for the Key Audience Tool](#) is available in Appendix B.

Table 14. Key Audience Tool		
Key Audience	Activities/Modes for Communication	Timeline
example: K–3 teachers	<ul style="list-style-type: none">• Statewide/regional professional development conferences	June–August 2025





3. Crafting Key Messages

Develop the messaging of the dissemination plan. To do so, consider your goals in relation to your different audiences—and what you know about them—to create key messages for each.

Local Control Considerations

Focus clearly on alignment in messaging. This is key for all educators but can especially help build buy-in within local-control States. For example, if possible, when presenting to an LEA, highlight how the SLP supports existing initiatives and activities at the local level.

Below are some messaging tips.

- **Use data strategically.** Balance the use of data to clearly convey needs without overwhelming audiences with statistics.
- **Emphasize alignment.** SEA leadership should be aware of local literacy initiatives to highlight alignment within Phase One of the *SLP Starter Kit*. (See [Component 3](#) in Phase One of the *SLP Starter Kit* for more information.)
- **Convey SLP priorities.** You can let audiences know what the key priorities within the SLP are.
- **Identify messages of highest priority.** Specify these priorities for each audience.
- **Explain how feedback will be used.** Communicate that the stakeholder feedback will inform ongoing implementation and refinement of the SLP.

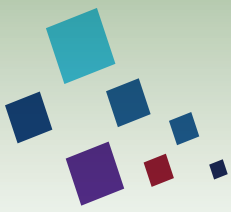
4. Creating a Strategic Outreach Plan

Now that you have set priorities, identified audiences, and determined key outcomes and activities for each audience, you can develop a strategic outreach plan. You might want to start by organizing information to identify what is needed for each activity, who is responsible for preparing for each activity, internal due dates, release dates, and other relevant information.

Table 15 features an outreach plan example. A [blank template is available in Appendix B](#).

Table 15. Key Audience Tool					
Activity	Date(s)	Audience	Materials Needed	Team Leader	Internal Due Dates
Statewide/ regional professional development conferences	<ul style="list-style-type: none">• June 12–13• July 25–26	<ul style="list-style-type: none">• K–3 teachers	<ul style="list-style-type: none">• PowerPoint presentation on the impact of the SLP on curriculum and instruction	Amy Smith, Director of Curriculum and Instruction	May 30





Effective Strategies

States have identified the following effective strategies for disseminating a new or revised SLP:

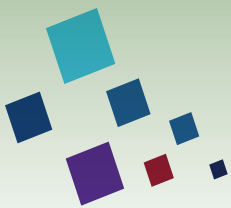
- **Leverage Existing Events.** Take advantage of statewide or regional gatherings that your audiences already attend.
- **Highlight Alignment.** As emphasized previously, drawing connections to student needs and/or laws could be a central tenet of your strategic outreach plan.
- **Highlight Existing Resources.** If your State has resources or materials available to support SLP implementation, communicate clearly about these resources and how LEAs can access them.
- **Identify Roles and Responsibilities.** Delegate dissemination activities clearly to team members. Team member roles, locations, and availability will inform planning of dissemination events.
- **Consider Your SLP Implementation Timeline.** Milestones for SLP implementation should inform the dissemination timeline to ensure stakeholders have necessary information both before and throughout implementation.
- **Revisit Efforts.** Identify gaps in your outreach activities and stay flexible to adjust as needed.
- **Measure Outreach Success.** Assess the success of dissemination activities, ensuring future adjustments are data-driven.

Reaching Rural Communities

Throughout the dissemination process, consider that reaching more rural or remote LEAs may involve unique challenges that require targeted planning and outreach strategies.

- **Limited Access to In-Person Events.** Travel logistics, distance, and resource constraints may make it difficult for rural LEA representatives to attend conferences, trainings, or professional learning sessions held in central locations. Alternative approaches, such as regional meetings or mobile training teams, might make participation easier and more feasible.
- **Connectivity Barriers for Virtual Participation.** Limited broadband connectivity may interfere with engagement with virtual meetings, webinars, and online resources. Offering asynchronous learning options, downloadable materials, or telephone-based TA could help bridge this gap.
- **State Education Infrastructure and Community Partnerships.** Collaborating with education service centers, local businesses, community leaders, organizations, and libraries can expand the reach and impact of dissemination efforts. Such collaboration can provide a mechanism for information distribution and hosting events, build trust and buy-in among educators and stakeholders, and promote ongoing communication to ensure that State-level work is responsive to local needs and priorities.





5. Developing Materials

Create materials for the dissemination activities you identified. You might want to consider creating templates that can be adjusted for specific events, needs, or stakeholder groups. Ideally, materials for dissemination include the vision, goals, and rationale of the SLP. These materials can serve as an introduction to the SLP and provide stakeholders with information on where to go for further information.

Written Campaigns

Consider written communication methods such as:

- Including information in newsletters from the SEA;
- Posting on social media;
- Having information on the SEA's website, including a dedicated webpage about the SLP;
- Providing information to other newsletters, such as those from the governor, the State board of education, early childhood agencies, local and regional professional educator organizations, and other relevant groups that can be key champions of the SLP; and
- Posting on other organizations' websites.

Newsletters

If your SEA has a newsletter and will include information about the SLP, consider the type of content that you want to feature. For example, the newsletter may highlight:

- A specific dissemination event that happened recently;
- A certain section or strategy within the SLP;
- A success in SLP implementation; and
- A response to a frequently asked question about the SLP.



If the SEA can also send content to other organizations for their newsletters, tailor the content to those newsletters' audiences.

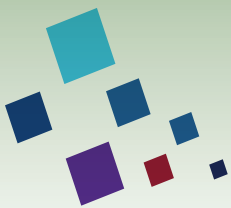
Website Content and Social Media

If possible, you can post on your SEA's social media accounts and/or those of other organizations. Identify the staff member(s) within your SEA responsible for managing updates to the website and social media accounts. Provide them with a calendar of postings. Keep the posts brief and include links for more information. If applicable, reach out to other organizations to find out their processes for submitting content for consideration.

Abridged SLP

Consider preparing an abridged version of the document to share and have available. This version should provide key highlights but avoid overwhelming the audience. Be sure to include where to find the full SLP.





Virtual and In-Person Campaigns

Connecting SLP dissemination with other scheduled events in your State allows you to leverage built-in stakeholder audiences who may already have significant investment in the outcomes of the SLP. Consider virtual and in-person presentations at events such as:

- Regional or State conferences, including those that are literacy-specific and those on general education;
- Meetings of the State school board and/or local school boards;
- Meetings of professional education organizations (e.g., teachers unions, the State superintendents consortium, English learner advocacy groups, and disability advocacy groups);
- Meetings of local or regional parent groups;
- Meetings of LEA leadership, schools, or departments;
- Webinars led by the SEA or co-facilitated with another organization; and
- Scheduled LEA or regional professional development events.



Conclusion

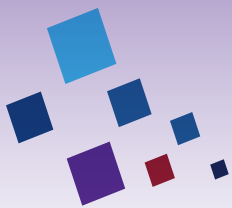
A well-developed dissemination plan is important to ensure that stakeholders in your State understand the purpose, components, and intended impact of the SLP. Clear communication builds awareness, fosters engagement, and supports successful implementation.

For additional resources, including an [e-learning course on SLP dissemination](#), please visit [the Comprehensive Literacy State Development National Literacy Center](#).

Resources

- [Dissemination Plan Template](#). SLP developers can use this template from the State Implementation and Scaling-up of Evidence-based Practices Center.
- [Sharing Stakeholder Feedback Reflection and Planning Guide](#). This guide, from TNTP's Student Experience Toolkit, supports teams in sharing stakeholder responses with their communities.





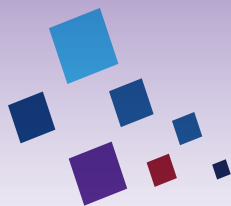
Phase Four: Implementation

Phase Four of the *State Literacy Plan Starter Kit* provides State educational agencies (SEAs) with key areas of focus to consider for successful implementation of their State literacy plans (SLPs). Implementation bridges the gap between planning and action, helping States move from strategy to sustained instructional impact. The State Spotlights included below offer concrete examples of how some SEAs have approached implementation challenges and built systems to support progress.

Key Areas of Focus

- **Setting Implementation Goals.** Each State should set goals that align with its literacy vision and priorities. Implementation goals provide direction for coordinated action and help define the SLP's success.
- **Leveraging Your Literacy Team.** SEAs must identify key personnel at the State and local levels, define roles and responsibilities, and ensure teams have the capacity to support high-quality implementation.
- **Stakeholder Engagement.** Establishing clear, consistent communication and building trust with stakeholders—including district leaders, educators, families, and community organizations—are critical for building buy-in and momentum.
- **Implementing With Flexibility.** Your SEA should approach implementation with a mindset of flexibility, recognizing that conditions on the ground may change. Creating space to revisit and revise goals over time ensures that the SLP remains relevant, responsive, and aligned with evolving needs and lessons learned during implementation.
- **Allocating and Managing Resources.** Although the SLP may identify initial resources, leadership teams should regularly assess needs and address gaps in staffing, funding, materials, and technology to support successful implementation.
- **Local Implementation.** Your State can consider how best to support local educational agencies (LEAs) with guidance, tools, and training while encouraging flexibility to address local contexts. Creating opportunities for collaboration across districts can help scale effective practices.
- **Supporting All Students.** Implementation plans must ensure that all students, including students with disabilities, receive effective, evidence-based literacy instruction and interventions.
- **Data and Continuous Improvement.** Your SEA should collect data and use them to monitor progress, assess fidelity of implementation, and inform real-time adjustments. Your SEA can support LEAs in developing feedback loops and decision-making frameworks grounded in implementation and student data.
- **Promoting Sustainability.** Your SEA can integrate literacy-related work into existing systems and funding streams within the State, ensuring long-term alignment with strategic priorities across departments. Creating a plan that identifies resource gaps and ways to address them can support sustainability.





State Spotlights, Tools, and Resources by Focus Area

Focus Area: Setting Implementation Goals

State Spotlight for Setting Implementation Goals

Mississippi

The [Mississippi Comprehensive Literacy Plan](#) outlines four goal areas that provide a basis for the SLP:

- Assessment Data Collection and Use: Informing the Implementation of Literacy Instruction and Interventions
- Instruction and Intervention: Planning and Delivering Evidence-Based and Effective Literacy Instruction
- Leadership and Resource Management: Building Capacity to Sustain Literacy Instruction Reform
- Professional Growth: Supporting Continuous Refinement of Evidence-Based Practices

The plan details key areas and organizes them by age or grade level. Each section includes information that defines goals, explains the current implementation, and identifies opportunities for expansion and sustainability.

State Spotlights for Implementation Tools

Rhode Island

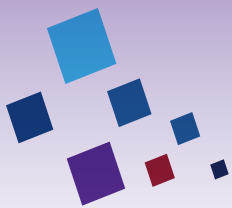
The Rhode Island Department of Education provides [guiding questions for implementation](#) for each section of its SLP. The questions help facilitate discussion as LEAs seek to implement the strategies from the SLP. For example, Chapter 1 of the SLP, "Essential Understanding of Literacy," includes guiding questions such as "How can we integrate literacy skills in other content areas?" and "What are the implications for half-day kindergarten and full-day kindergarten when we look at literacy at such an early age?"

Additional Resources for Setting Implementation Goals



[Implementation Plan Template and Examples](#). This resource, developed by the Collaborative for Implementation Practice, is designed to guide implementation teams in collaboratively developing goals for implementation across the four stages: exploration, installation, initial implementation, and full implementation.





Focus Area: Leveraging Your State Literacy Team

State Spotlights for Leveraging Your State Literacy Team

Montana

The [Montana Comprehensive Literacy Plan](#) features several sections about staff members critical for effective SLP implementation. In addition to recommendations for relevant outside resources, highlights include the following:

- Instructional Leadership
 - Statement of a vision of shared responsibility
 - Qualities of an effective literacy leadership team
 - A rubric for reflecting on instructional leadership successes and challenges
- Professional Development
 - Content on job-embedded professional learning
 - Guidance on growth plans for staff members
 - A rubric for reflecting on professional development successes and challenges
- Systemwide Commitment
 - Statements on community-based collaborative partnerships
 - Communication goals
 - A rubric for reflecting on successes and challenges related to systemwide commitments
- Community and Family Involvement
 - Statements about how Montana values these partnerships
 - A list of specific types of community and family involvement
 - A rubric for reflecting on successes and challenges related to community and family involvement

Tool Spotlights for Leveraging Your Literacy Team

[Creating an Implementation Team](#)

from the National Implementation Research Network (NIRN)

[Team Selection Criteria](#)

from NIRN

[Look Fors: Implementation Team Meeting](#)

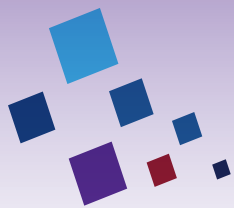
from NIRN

Additional Resources for Leveraging Your State Literacy Team



[Roles and Responsibilities of Implementation Team Members](#). This infographic provides examples of State, district, and school staff members who may serve in various roles on an implementation team.





Focus Area: Stakeholder Engagement

State Spotlight for Stakeholder Engagement

Tennessee

The Tennessee Department of Education's Reading 360 SLP and initiative focuses on improving students' literacy-related outcomes through funding, resources, and support for stakeholders throughout the State. Stakeholder engagement opportunities include:

- Tutoring and online supports for students and families to help develop foundational skills in literacy;
- Professional development and phonics materials for teachers to use in their classrooms; and
- Tools and resources for LEAs to support teachers in implementing high-quality reading instruction for all students.

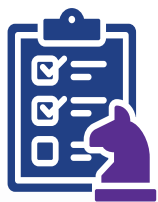
The Reading 360 Early Literacy Network provides regional communities of practice for collaborative statewide engagement among educators and district leaders. Events such as the Reading 360 Virtual Summit highlight effective implementation strategies and are open to all Tennessee educators, district and school leaders, higher-education partners, and other education stakeholders. Families and communities are provided with Reading 360 resources in multiple languages, while newsletters and press releases share aligned messaging about the initiative and highlight successful SLP-aligned classroom implementation.

Additionally, the Tennessee Department of Education, in collaboration with Tennessee PBS, launched [Starting with Sounds](#), a Reading 360 statewide awareness campaign to help stakeholders, such as parents and students, understand the importance of reading in an engaging and fun way.

Tool Spotlight for Stakeholder Engagement

The Institute of Education Sciences' Statewide Longitudinal Data Systems Grant Program provides the ["Stakeholder Engagement Toolkit: Traversing 'Stakeholder Land.'"](#) This uses an imaginary board game to help SEAs and LEAs develop a strategic approach toward stakeholder engagement. This toolkit equips users with a six-step plan, guiding questions, exercises, and tips to help users identify where they are in the stakeholder engagement process and where they need to go.

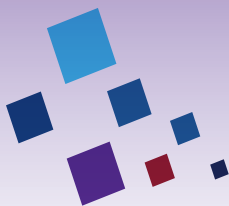
Additional Resources for Stakeholder Engagement



[State Model](#). This National Network of Partnership Schools webpage provides tools such as a checklist of actions State leaders should take when engaging partners.

[A School Leader's Guide to Effective Stakeholder Engagement](#). This presentation, by Bellwether Education Partners, provides an overview of stakeholder engagement and easy-to-understand steps school leaders can take.





Focus Area: Implementing With Flexibility

State Spotlight on Implementing With Flexibility

Nebraska

The [Nebraska Literacy Plan](#) sets districts and individual schools up for successful implementation by outlining the foundations of the Nebraska Literacy Model, which emphasizes flexibility in adapting SLP implementation to meet the needs of students and staff members. The model also acknowledges that effecting change can be a complex process, often taking more time than anticipated. For maximum efficiency, the SLP encourages educators implementing the plan to continually review practices throughout each step of the process using a framework that includes:

- Creating the profile or vision;
- Setting goals;
- Planning for improvement; and
- Implementing the step.

Tool Spotlight for Stakeholder Engagement

Flexibility is often included as part of a State's continuous improvement process. An [initiative inventory tool](#) from the NIRN provides an approach for reviewing past and current project activities and identifying successful strategies and challenges. The initiative inventory can assist SEAs in providing flexibility for continuous improvement.

Additional Resources for Implementing With Flexibility

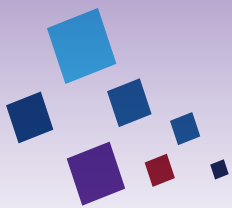


[Initiative Inventory Alignment and Analysis Guide for Programs and TA Providers](#)

This resource, from the Colorado Department of Education, supports State staff members in developing, completing, and analyzing an initiative inventory. An initiative inventory supports teams in taking stock of current initiatives and programs that are being implemented and identifying potential areas of alignment between them. An initiative inventory is done during the exploration stage, when States are identifying possible new programs to implement. It can also be used at other stages of implementation when a State is trying to align existing programs.

[Fidelity of Implementation](#). This professional learning module provides tools and practical guidance for SEAs as they promote and evaluate fidelity of implementation of evidence-based literacy-related strategies and resources.





Focus Area: Allocating and Managing Resources

State Spotlight on Allocating and Managing Resources

Louisiana

The [Louisiana Comprehensive Literacy State Plan](#) incorporates a strategic approach to resource allocation and management. Its literacy initiatives emphasize the effective use of resources to enhance literacy outcomes.

- **Tiered Support Framework:** The Louisiana Tiered Pathways for Literacy Support Framework guides the allocation of resources by identifying student needs and providing appropriate interventions. This ensures that resources are directed where they are most needed, supporting students at varying levels of literacy proficiency.
- **Ongoing Professional Learning:** The plan underscores the importance of continual professional development for educators, ensuring they are equipped with the latest evidence-based literacy instruction strategies.
- **High-Quality Instructional Materials:** Schools are encouraged to adopt curricula aligned with the science of reading, ensuring consistency and effectiveness in literacy instruction.
- **Assessment Tools:** The implementation of a single universal literacy screener for K–3 students standardizes assessment and helps in the allocation of resources based on student performance data.

Spotlight: Allocating and Managing Resources

Texas

Through the [Bluebonnet Learning](#) initiative, the Texas Education Agency offers a free evidence-based English language arts curriculum aligned to State standards. Along with the curriculum, it also provides high-quality instructional materials. These resources assist districts and individual schools in effectively managing and allocating available funding.

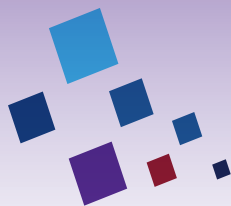
Additional Resources for Allocating and Managing Resources



[A Guide for SEA-Led Resource Allocation Reviews](#). This resource provides strategies SEAs can use to facilitate a conversation with LEAs around data on resources and outcomes.

[Linking Resource Allocation and Budgeting to Assessment Through Integrated Processes: Integration of Goals at Micro, Macro, and Institutional Levels](#). This paper describes how an institutional assessment plan approach can help drive data-based improvements in resource allocations based on established goals.





Focus Area: Local Implementation

State Spotlight on Local Implementation
Florida
<p>As part of the Florida Department of Education's Just Read, Florida! initiative, local school districts submit district comprehensive evidence-based reading plans (CERPs). The department provides a CERP form and a reflection tool to assist LEAs in completing their CERPs.</p> <p>In addition, the Florida Center for Reading Research's Resource Database, developed in partnership with the SEA, supports the implementation of the Florida SLP with research- and evidence-based resources. The resources housed in the repository can help staff members from districts, schools, and educator preparation programs identify resource gaps and tools to address them. The database compiles supporting materials from across the center's various research, innovation, and engagement activities. Users can search available materials by resource type, project, and stakeholder audience.</p>
Louisiana
<p>The Louisiana Department of Education provides the Literacy Goals Library, which includes a variety of tools and resources to support local implementation. These tools and resources include a template for setting literacy goals, a literacy policy implementation checklist, and a literacy sustainability guidance document.</p> <p>A 3rd grade promotion guidance document supports local implementation of the SLP's initiatives related to student scores on approved literacy screeners.</p> <p>A series of webinars and instructional literacy resources are also offered to support various areas of local literacy plan implementation to ensure statewide alignment.</p>

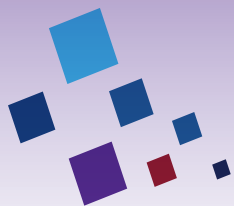
Additional Resources for Local Implementation



[Implementing a State Literacy Plan at the Local Level](#). This practice brief, developed by the CLSD National Literacy Center, provides suggested actions and reflection questions that can help an SEA work with the LEAs within the State to ensure the SLP is implemented successfully.

[District Capacity Assessment](#). This tool, developed by the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center, assists school districts in implementing effective innovations that benefit students by providing a structured process for developing and monitoring a district capacity action plan.





Focus Area: Supporting All Students

State Spotlight for Supporting All Students

Georgia

The Georgia Department of Education is implementing [Focus on Literacy, an initiative](#) that is focused on ensuring every child is on the path to proficiency in reading. The approach includes key components such as vocabulary, comprehension, phonics, fluency, and phonemic awareness. The State's efforts involve training educators to incorporate these elements into their instruction, aiming to enhance reading proficiency for all students.

Additional Resources for Supporting All Students

[You've Got This! Dyslexia Screening for Multilingual Learners](#). This post on an Institute of Education Sciences blog discusses some key takeaways for understanding and leveraging students' language assets while screening for potential reading disability.

Focus Area: Data and Continuous Improvement

State Spotlight for Data and Continuous Improvement

Georgia

The [Georgia Literacy Plan: Vision 2030](#) outlines a strategic road map to enhance literacy across the State. The Georgia Department of Education emphasizes data-driven instruction through its Systems of Continuous Improvement framework. This model guides schools in identifying needs, implementing evidence-based strategies, and monitoring progress to ensure sustained literacy advancement. This continuous improvement cycle ensures that policies and practices evolve based on evidence of what works, making Georgia a leading example of systemic data-informed literacy transformation. Georgia's focus on continuous improvement includes:

- The Systems of Continuous Improvement Framework
 - Identify needs.
 - Select interventions.
 - Plan for implementation.
 - Implement.
- Feedback and Revision Cycles
 - Literacy coaches and district literacy leads engage in collaborative walk-throughs, instructional audits, and coaching cycles.
 - These observations feed into professional learning communities, where educators reflect on practices, set improvement goals, and revise instruction.
- Professional Development Embedded in Continuous Learning
 - Required statewide science of reading training (mandated for all K–3 teachers by 2025) includes modules on using student data.
 - Ongoing coaching and peer learning networks promote reflective practice and adaptation.
- External Evaluation
 - Georgia's literacy initiatives—particularly those funded through the Literacy for Learning, Living, and Leading in Georgia grants—include external evaluations to assess fidelity and outcomes.
 - Schools must report measurable literacy-related outcomes annually to maintain funding, encouraging improvement-focused planning





Tool Spotlight for Continuous Improvement

Colorado

The Colorado Department of Education's resource titled [*Implementation Guide: Planning for Improvement Strategy Implementation*](#) includes information on the following:

- Building implementation teams
- Developing feedback mechanisms
- Creating a monitoring plan
- Collecting data on implementation fidelity
- Making mid-course adjustments
- Linking implementation and outcome data

Additional Resources for Data and Continuous Improvement

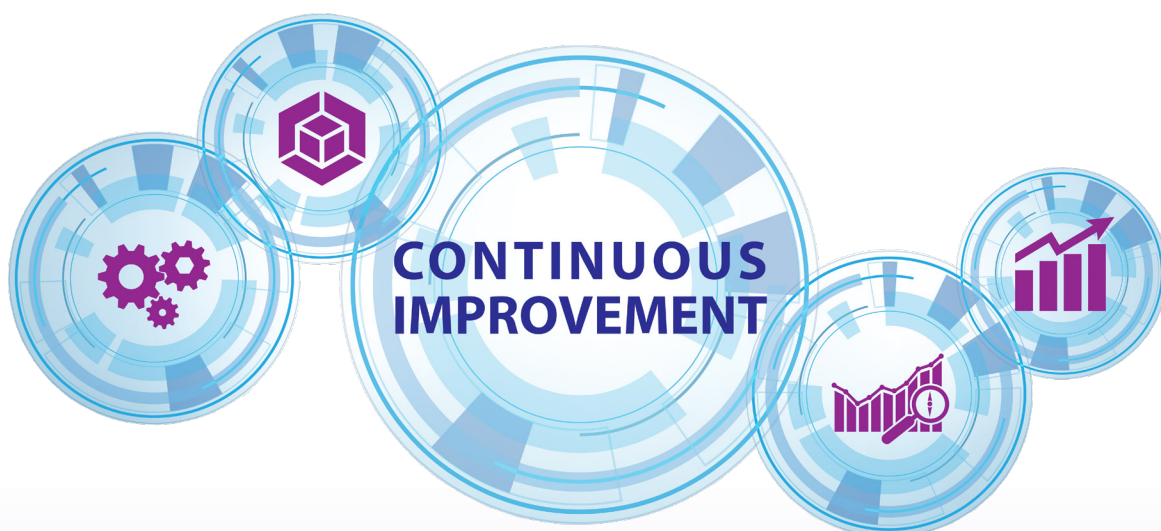
[From Plan to Practice: Enhancing Literacy Through a Five-Step Continuous Improvement Cycle.](#)

This resource, developed by the Institute of Education Sciences, describes the improvement cycle and its steps for using evidence to improve literacy-related education and students' literacy-related outcomes in districts and individual schools.

[The Role of Feedback in Effective Implementation: Creating Feedback Loops in K–12 Education.](#)

This SISEP Center blog post explains how feedback loops can be consistently embedded into infrastructure and routines—throughout teams and across all levels (schools, districts, regional agencies, and SEAs)—to adapt and refine practices and policies for better outcomes.

[State Capacity Assessment.](#) The State Capacity Assessment was developed by the SISEP Center to assess the impact and presence of efforts to build strong foundations needed to adopt, sustain, and scale effective practices so that they lead to positive outcomes. It assesses the extent to which an agency invests in and aligns system components to support the use of best practices.





Focus Area: Promoting Sustainability

State Spotlight on Sustainability

Ohio

The Ohio Department of Education and Workforce's SLP, [*Ohio's Plan to Raise Literacy Achievement*](#), integrates sustainability throughout. For the Buckeye State, sustainability is integral to the following:

- **Implementation:** The SLP includes sustainability as the final stage in the framework. This ensures sustainability is considered an integral part of implementation.
- **Resources:** Resources help enable sustainability. Ohio explicitly commits to contributing to local sustainability by providing universally available resources to districts, individual schools, and early care and education programs.
- **Professional learning:** The SLP uses strategies such as peer coaching and professional learning communities to explicitly build sustainability.
- **Specific literacy-related practices:** The SLP emphasizes practices' sustainability to achieve long-term literacy goals.

The SLP also features (on pages 76–78) a checklist for selecting and implementing high-quality literacy-related practices, which includes a section on steps to sustain implementation

Final Thoughts

Strong implementation transforms planning into practice, turns strategic goals into concrete action, and ensures that the vision outlined in an SLP is realized at every level of the education system. Through thoughtful coordination, ongoing support, and data-driven decision-making, your SEA can ensure that literacy-related efforts reach the classroom, where they matter most. When done well, implementation drives meaningful and measurable improvements in student outcomes, builds educator capacity, and lays the groundwork for sustained progress in literacy achievement statewide.





Appendix A: Phase 1 Blank Tools

Blank Inventory Spreadsheet of State Literacy Initiatives







Use the inventory to identify commonalities across initiatives. Building on existing effective strategies will save time and resources. Analyze the other initiatives’ activities to identify potential gaps in services, and consider how these could be addressed in your SLP.

Initiative Name	Source of Initiative	Lead Agency	Target Audience	Focus Area	Alignment to SLP	Timeline/Duration	Effectiveness Data





Logic Model Template

 Inputs	 Activities	 Outputs	 Short-term Outcomes	 Mid-term Outcomes	 Long-term Outcomes

Context:





Appendix B: Phase 3 Blank Tools

Key Audience Tool

Key Audience	Activities/Modes for Communication	Timeline



