WDE 📖 WLLP
Component 5: Goals & Activities

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Introduction

Component 5 of the Wyoming Language and Literacy Plan (WLLP) serves as the strategic compass for the state's literacy journey, much like the guiding stars above Wyoming's expansive night skies. Just as the stars provide direction and help travelers navigate through vast, unknown terrain, Component 5 offers clear guidance and a structured pathway to ensure that Wyoming's literacy initiatives are purposeful and capable of driving sustained improvement. This guiding framework aligns with evidence-based practices, helping navigate the course toward brighter educational outcomes for the state, ensuring that literacy initiatives are impactful and aligned with the state's long-term goals.

Purpose

The strategic roadmap outlined in Component 5 of the WLLP emphasizes clear, actionable goals that are aligned with evidence-based activities to foster literacy improvement across Wyoming. These goals, designed to guide stakeholders in the right direction, are crafted using the SMART approach—Specific, Measurable, Achievable, Relevant, and Time-Bound—ensuring they are both attainable and aligned with data and insights gathered earlier in the WLLP process. This approach not only illuminates the path forward but also ensures the literacy initiatives are practical, actionable, and set to achieve tangible results.

The WLLP further strengthens this strategic direction by providing a detailed framework for developing a logic model that links evidence, goals, and activities. Just as stars in a constellation are interconnected, the logic model connects the WLLP's theory of action to the specific activities needed to achieve the set goals. It serves as a visual guide, helping stakeholders understand the rationale behind the selected strategies, ensuring that desired outcomes are attainable through well-planned initiatives. This cohesive alignment guarantees that all efforts, from leadership to classroom practices, work in harmony toward shared literacy objectives.

Through Component 5, the WLLP ensures that Wyoming's literacy initiatives are grounded in evidence, focused on clear objectives, and aligned with strategies designed for long-term success. Like the constellations that have guided explorers across vast landscapes, this strategic framework lights the way for Wyoming's literacy journey, ensuring that every step is purposeful and aligned with the state's long-term educational vision. By utilizing the Theory of Action and Logic Model, Wyoming creates a cohesive, evidence-based literacy system, ready to enhance literacy outcomes for all students. These tools allow for informed decision-making and provide a structure to achieve both immediate goals and sustained success in high-quality literacy instruction across the state.

With the strategic framework provided by Component 5, Wyoming is poised to focus on the areas that will most effectively drive literacy success. The High Impact Domains of Change highlight the critical factors that influence literacy outcomes. By concentrating on these domains, Wyoming can address challenges in literacy instruction systematically. These domains ensure that literacy efforts are both targeted and effective. Together with the Theory of Action and Logic Model, they create a robust approach for meaningful, long-term change.

High Impact Domains of Change Highlights

In Components 3 and 4, the WLLP establishes a comprehensive framework for advancing literacy outcomes across the state through data-driven analysis. Central to this framework is the identification and prioritization of six High Impact Domains of Change, which are pivotal areas that significantly influence literacy instruction and program implementation. These domains provide a structured approach to addressing challenges in literacy education, emphasizing evidence-based practices, data-driven decision-making, and sustainable instructional strategies. By focusing on these domains, Wyoming ensures that its literacy initiatives are aligned with long-term goals and responsive to the needs of its students. This structured approach fosters systemic improvement and aims to enhance literacy across all grade levels.

At the core of the work done in these components is the WYLNA, which evaluates the state's literacy landscape through these domains. The WYLNA is grounded in research and aligned with national standards, such as the Administrator Literacy Standards (2023) and the International Literacy Association's Standards for the Preparation of Literacy Professionals (2017), ensuring that Wyoming's literacy efforts reflect current best practices. This alignment offers a solid foundation for continuous improvement and guarantees that the WLLP remains relevant and effective. The assessment process identifies areas of strength, gaps, and opportunities for growth, which in turn informs the development of targeted strategies and interventions. Through this, Wyoming is able to maintain an adaptable and responsive literacy plan that meets the evolving needs of its students.

The six High Impact Domains—Literacy Leadership, Culture and Climate, Data-Informed Planning, Professional Development, Instruction, and Learning Support—serve as the foundational pillars guiding the state's literacy initiatives. These domains offer a comprehensive examination of Wyoming's literacy efforts from multiple perspectives, ensuring a holistic approach to program implementation. The goal is to systematically address challenges, identify opportunities, and continuously improve literacy outcomes at all educational levels. Each domain provides specific insights into different facets of literacy education, including leadership, professional development, instructional practices, and student support. By leveraging these domains, Wyoming ensures that every step of its literacy plan is strategic, purposeful, and aligned with the state's broader educational vision.

The following section provides a high-level review of the WYLNA survey, highlighting its role in identifying key areas for growth and informing the goals and activities outlined in the WLLP. The WYLNA survey serves as a crucial tool for assessing Wyoming's literacy landscape and guiding the development of targeted strategies and interventions. While this summary captures the essential findings and their implications, a more detailed exploration of the survey's methodology and results can be found in Component 3. For a comprehensive analysis of the WYLNA and its impact on the state's literacy framework, please refer to Component 3. This deeper dive will provide a thorough understanding of how the survey directly informs the ongoing work of the WLLP.

Wyoming Literacy Needs Assessment Highlights

A comprehensive understanding of the High Impact Domains of Change is essential for advancing language and literacy across the state. This section outlines the key highlights from the Wyoming Literacy Needs Assessment (WYLNA) that specifically address each domain. It details the alignment with established standards, identifies focus elements, and presents a structured framework for targeted improvements in literacy education. By emphasizing these important components, the goal is to enhance literacy outcomes and ensure equitable access to effective instructional practices for all students.

Domain A: Literacy Leadership

Domain focus: The LEA and/or Community-based Early Learning Program demonstrates knowledge of the evidence-based foundations of language and literacy (reading, writing, speaking, and listening), instructional practice, and the major theoretical, conceptual, and evidence-based foundations of the science of reading to implement schoolwide scientifically and evidence-based reading instructional programming to improve literacy achievement for all students.

The needs assessment identified a growth opportunity in the leadership domain, emphasizing the crucial role that strong, informed leadership plays in advancing literacy initiatives. To foster transformative change, system leaders must establish a cohesive vision that aligns policies, strategies, and resources with the overall goals of literacy improvement. By leveraging the insights gained from the assessment, leaders are well-equipped to promote a culture of continuous improvement and accountability. This approach empowers educators and enhances student outcomes across all levels of the educational system.

In this context, Administrator/Principal Literacy Standard III outlines how principals can demonstrate effective leadership by aligning literacy instructional programming to the science of reading and supporting evidence-based professional learning. This standard encompasses several key elements:
- **Focus Element:** Literacy Leadersestablish, align, and ensure the implementation of the science of reading through job-embedded professional learning based on school-wide assessment data.
- **Focus Element:** Literacy Leaders analyze and guide literacy instruction through data analysis, observation, and coaching conversations.

Domain B: Culture and Climate

Domain Focus: The LEA and/or Community-based Early Learning Program leads the development, implementation, and evaluation of school- and districtwide literacy curriculum and instructional practices and advocates for and leads efforts to engage families and communities.

The results across all questions in Domain B highlight a valuable opportunity for growth in fostering a positive culture and climate for literacy. While some progress has been made, many Local Education Agencies (LEAs) are in the early to middle stages of implementation, which presents a respectful acknowledgment of the journey ahead. There are significant opportunities to enhance family and community engagement, improve stakeholder communication, and strengthen partnerships with early education providers and community organizations.

To move toward sustainability and innovation, LEAs can focus on strengthening collaborative structures, aligning efforts across all stakeholders, and prioritizing equity-driven practices. This approach not only respects the diverse needs of the community but also empowers all involved to contribute to a shared vision of literacy advancement.

In this context, Administrator/Principal Literacy Standard IV outlines how principals can lead and guide school efforts to advance equitable access to evidence-based curricula, materials, and instruction. This standard encompasses several key elements:

- **Focus Element:** Principals apply foundational knowledge of scientifically and evidence-based practices and promote equitable literacy instruction to meet the diverse and inclusive needs of all learners.
- **Focus Element:** Principals create an environment that prioritizes transforming and creating scientifically and evidence-based learning experiences for students that reflect their language and culture, thereby linking school and family literacy practices.

Domain C: Data-Informed.

Domain Focus: The LEA and/or Community-based Early Learning Program provide leadership for developing and evaluating a districtwide comprehensive assessment system to inform and evaluate districtwide instruction, including interventions; facilitate discussions to interpret and analyze data patterns; design and facilitate district improvement initiatives with appropriate professional learning experiences; communicate districtwide assessment results and advocate for appropriate literacy practices.

This domain presents a valuable opportunity for growth, emphasizing the importance of utilizing data to inform decision-making, adjust instruction, and create equitable learning environments. The assessment's findings highlighted the necessity for decisions to be grounded in accurate, real-time data. Feedback from educators and stakeholders has respectfully underscored the value of leveraging data to tailor instruction to meet the diverse needs of all students.

In this context, Administrator/Principal Literacy Standard II outlines how principals can ensure the implementation of curriculum and instructional programming aligned to the science of reading. This standard recognizes that reading difficulty exists along a continuum of severity and emphasizes the critical role of curriculum in impacting learning outcomes. Principals are tasked with coaching and evaluating to enhance the quality of instruction for all students.

- **Focus Element:** Principals lead, monitor, and evaluate the school's comprehensive scientific and evidence-based language and literacy assessment systems.
- **Focus Element:** They are responsible for identifying gaps or redundancies across assessments and adjusting the assessment system accordingly to foster school literacy improvement for all students.

Domain D: Professional Development and Coaching

Domain Focus: The LEA and/or Community-based Early Learning Program are reflective literacy professionals who demonstrate the ability to coordinate ongoing school and district literacy improvement efforts; lead curriculum revision and change efforts; design, facilitate, and coordinate effective professional learning experiences; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community..

- **Focus Element:** Principals establish, align, and ensure the implementation of the science of reading through job-embedded professional learning based on school-wide assessment data.
- **Focus Element:** Principals analyze and guide literacy instruction through data analysis, observation, and coaching conversations.

Domain E: Curriculum and Instruction

Domain Focus: The LEA and/or Community-based Early Learning Program are reflective literacy professionals who demonstrate the ability to coordinate ongoing school and district literacy improvement efforts; lead curriculum revision and change efforts; design, facilitate, and coordinate effective professional

learning experiences; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.

The Curriculum and Instruction domain offers a valuable opportunity for enhancement, responding to the needs assessment that identified gaps in the availability and implementation of instructional materials and practices aligned with evidence-based standards. By prioritizing high-quality instructional resources, this domain ensures that students receive consistent and effective instruction informed by the latest research and best practices.

Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation emphasizes the role of principals in ensuring the implementation of curriculum and instructional programming aligned with the science of reading. Principals recognize that reading difficulty exists along a continuum of severity and understand how curriculum impacts learning. They are also responsible for coaching and evaluating to enhance the quality of instruction for all students.
- **Focus Element:** Principals understand the components of the science of reading and use that knowledge to ensure schoolwide adoption and implementation of standards-aligned, scientifically and evidence-based core, supplemental, and intervention curricular resources.
- **Focus Element:** Principals coach and evaluate educators in their use of evidence-based literacy instruction to ensure that the school meets the literacy needs of all students.

Domain F: Learning Support

Domain Focus: The LEA and/or community-based early learning program comprise of professionals who specialize in reflective literacy practices. They demonstrate the ability to act as agents of continuous improvement, striving towards equity in educational opportunities to promote each student's academic success and well-being.

The Curriculum and Instruction domain offers a valuable opportunity for enhancement, responding to the needs assessment that identified gaps in the availability and implementation of instructional materials and practices aligned with evidence-based standards. By prioritizing high-quality instructional resources, this domain ensures that students receive consistent and effective instruction informed by the latest research and best practices. Utilizing the Wyoming MTSS Literacy-aligned framework, which highlights prevention before intervention, principals can proactively address literacy challenges within their schools.

Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation emphasizes the role of principals in ensuring the implementation of curriculum and instructional programming aligned with the science of reading. Principals recognize that reading difficulty exists along a continuum of severity and understand how curriculum impacts learning. They are also responsible for coaching and evaluating to enhance the quality of instruction for all students.
- **Focus Element:** Administrators and principals understand that reading difficulty exists along a continuum of severity, recognize the distinguishing characteristics of reading difficulties, and understand how this affects curricular and instructional programming decisions to support learners on this continuum.
- **Focus Element:** Principals lead, monitor, and evaluate the school's comprehensive scientifically and evidence-based language and literacy assessment systems, identifying gaps or redundancies across assessments and adjusting the assessment system accordingly to foster school literacy improvement for all students.

- **Focus Element:** Principals apply foundational knowledge of scientifically and evidence-based practices and promote equitable literacy instruction to meet the diverse and inclusive needs of all learners.
- **Focus Element:** Principals create an environment that prioritizes transforming and creating scientifically and evidence-based learning experiences for students that reflect their language and culture, establishing a link between school and family literacy practices.

The insights gained from the WYLNA provide a clear understanding of the current state of literacy across Wyoming, highlighting key areas for growth and improvement. These findings serve as the foundation for the strategies outlined in the WLLP, ensuring that efforts are targeted where they will have the most impact. Building on these critical domains, the following Theory of Action outlines a comprehensive approach for translating these insights into action. By aligning resources, roles, and responsibilities, this framework guides the collective efforts needed to achieve systemic literacy improvements and drive sustainable change across the state.

Theory of Action

To effectively implement the strategies identified in the previous section, the WLLP Theory of Action provides a foundational framework for enhancing literacy outcomes across Wyoming. This theory aligns efforts and resources toward common objectives, ensuring that all stakeholders—from educators to community members—understand their roles in contributing to systemic change. By clearly defining the relationships between actions taken and the anticipated literacy improvements, the Theory of Action establishes a structured pathway for implementing effective literacy practices, addressing identified gaps, and fostering collaborative partnerships to achieve measurable results in student literacy.

Central to this framework are several key components that act as catalysts for action: parent partnerships, literacy leadership, educator capacity, evidence-based instruction and practice, and literacy-aligned MTSS. Together, these elements drive effective change and enhance literacy outcomes across the educational landscape.

Building on the foundational insights from the Theory of Action, the WLLP now turns to a more structured and targeted approach for implementation. The strategic framework and associated goals are designed to directly address the specific needs identified in the WYLNA. By aligning these goals with the core components of the Literacy MTSS framework, this section outlines how resources, support, and professional learning can be leveraged to drive systemic literacy improvement. The strategic goals serve as a roadmap for transforming literacy practices across the state, ensuring that all students benefit from high-quality, evidence-based instruction and support.

Action Catalysts	If WDE/LEA	THEN	THEN, SO	THEN
Parent Partnerships	If the WDE and LEA invest in parent partnerships…	Then families will be empowered to support their children's literacy development at home.	Then students will demonstrate increased motivation and engagement in reading activities.	Then more students will show improvement in literacy skills, leading to enhanced literacy outcomes across all demographic groups and overall literacy rates in Wyoming, ensuring all students are prepared for future academic success.
Literacy Leadership	If the WDE and LEA invest in leadership development and coaching for System Leaders…	Then literacy leaders will be equipped with the skills and knowledge necessary to foster a culture of literacy in their schools.	Then educators will receive the support & resources needed to implement evidence-based literacy practices effectively so students receive evidence-aligned instruction…	
Educator Capacity	If the WDE and LEA invest in professional development and coaching for educators…	Then educators will be better equipped with the skills and knowledge necessary to deliver evidence- based instruction…	Then educators will implement the evidence-based practices effectively, so students receive the support they need to succeed…	
Curriculum and Instruction	If the WDE and LEA prioritize evidence-aligned literacy curricula, materials, resources, and practices...	Then educators will have access to evidence- aligned HQIM and HQIP that support effective literacy teaching…	Then educators will implement High-Quality Instructional Materials (HQIM) & High-Quality Instructional Practices (HQIP), so students receive rigorous, engaging, grade-level literacy instruction…	
MTSS Literacy Framework	If the WDE and LEA implement an aligned MTSS Literacy Framework and focus on prevention and then intervention…	Then educators will have a clear and consistent approach to delivering Tier 1 Core, Tier 2 Supplemental, and Tier 3 Intervention instruction..	Then, educators will differentiate instruction so students receive the appropriate level of support based on their specific needs.	

Strategic Framework and Goals

The WLLP has established a strategic framework with goals that directly address the areas of need identified in the WYLNA, discussed in Component 2. These overarching goals emphasize a systems approach to literacy reform and improvement, focusing on an aligned Literacy MTSS framework. The State's MTSS core components, along with State support and professional learning, are leveraged to help achieve these goals and associated activities.

To address these priorities, the WLLP has outlined the following goals as part of its strategic framework:

1. **Strengthen Literacy Knowledge in System Leadership**
   Increase the percentage of system leaders with deep knowledge of the reading brain and the capacity to support, develop, administer, coach, and evaluate evidence-based, high-quality, comprehensive literacy initiatives that drive achievement.

2. **Scale Evidence-Based Literacy Materials and Practices**
   Accelerate and scale the sustainable adoption of evidence-based resources and practices to increase the percentage of students receiving access to HQIM and practices.

3. **Strengthen Tier 1 Universal Core Literacy Instruction**
   Increase the percentage of students reading proficiently by the end of elementary, middle, and high school by providing access to evidence-aligned, high-quality Tier 1 core instruction.

4. **Elevate Early Childhood Language and Literacy Practices**
   Increase the percentage of children aged birth through five with enhanced oral language and literacy development and school readiness skills necessary to transition into elementary school.

5. **Advance Adolescent Literacy Instruction and Intervention**
   Increase literacy outcomes for secondary students by providing intensive, supplemental, accelerated, and explicit interventions to support those reading significantly below grade level, ensuring they have the skills necessary for academic success.

6. **Elevate Literacy Outcomes in CSI, TSI, and ATSI Schools**
   Increase literacy outcomes to impact the number of schools moving up and off the Comprehensive School Improvement (CSI), Targeted School Improvement (CSI), and Additional Targeted Support and Improvement ATSI designations by improving outcomes through the Wyoming MTSS framework.

Setting ambitious goals is a critical first step toward achieving meaningful change, but the real impact lies in translating those goals into actionable objectives. While goals provide an overarching vision, objectives serve as the roadmap to realizing that vision. By breaking down complex aspirations into manageable, actionable steps, precise objectives act as the bridge between broader goals and the tangible outcomes we seek. This transformation from goals to objectives is essential for ensuring that all stakeholders understand their roles in the process and can work collaboratively toward common aims.

The Role of Objectives in Achieving Goals

In the context of the WLLP, objectives serve as the mechanism to address both technical and adaptive challenges. These objectives foster collaboration and innovation by providing clarity and direction, which is essential for sustained literacy improvement. They help create a shared understanding among educators, administrators, and community members about the actions needed to achieve desired outcomes. This alignment is vital for ensuring that everyone involved is working toward the same goals and understands the importance of their contributions.

A structured approach to defining objectives ensures that progress is measurable and adjustments can be made as necessary. The SMART framework is a widely recognized method for setting effective objectives:

- **Specific:** Objectives should be clear and detailed, answering the questions of who, what, where, when, and why. This clarity helps to focus efforts and define exactly what is to be achieved.
- **Measurable:** There should be criteria for tracking progress, including quantifiable metrics or specific indicators demonstrating success, allowing for adjustments as necessary.
- **Achievable:** Objectives need to be realistic and attainable. While they should be challenging, they should also be possible, given available resources and constraints.
- **Relevant:** Objectives should align with broader goals and be meaningful within the current context, ensuring they contribute to long-term aspirations.
- **Time-bound:** A defined timeline is essential for creating urgency, prioritizing tasks, and ensuring accountability.

Implementing Goals with Strategic Precision

Drawing on the insights of Heifetz and Fullan, effective organizational change requires more than merely setting goals; it demands a structured approach that balances both technical and adaptive challenges. Heifetz (1994) emphasizes the importance of adaptive leadership, which involves mobilizing individuals to confront complex problems that necessitate changes in values, beliefs, and behaviors. This type of leadership is crucial in fostering an environment where stakeholders feel empowered to engage with challenges creatively. Similarly, Fullan (2011) highlights the need for coherence and capacity-building within organizations to ensure all stakeholders are aligned and equipped to implement change effectively.

In the context of the WLLP, objectives serve as the mechanism to address both technical and adaptive challenges. By providing clarity and direction, these objectives foster collaboration and innovation, essential for sustained literacy improvement. They help to create a shared understanding among educators, administrators, and community members about the specific actions needed to achieve the desired outcomes. This alignment is vital for ensuring that everyone involved is working toward the same goals and understands the importance of their contributions.

Moreover, well-defined objectives facilitate ongoing progress monitoring and allow for necessary adjustments, enabling the state to remain adaptive and responsive to emerging needs and challenges. This structured approach fosters accountability and transparency, ensuring that every action contributes to the larger vision. By empowering literacy leaders, educators, families, caregivers, and communities to collaborate cohesively, these objectives transform ambitious goals into tangible, measurable improvements in literacy outcomes across Wyoming. This collaborative effort is essential for building a strong foundation for literacy that benefits all students.

Incorporating Heifetz's (1994) principles of adaptive leadership and Fullan's (2011) emphasis on coherence and capacity-building ensures that the WLLP's objectives are both actionable and sustainable. This approach equips the state to navigate the complexities of organizational change, fostering a culture of continuous improvement and shared responsibility for literacy success. Wyoming can create a robust literacy framework by focusing on both the technical aspects of implementation and the adaptive challenges of changing mindsets and practices. Ultimately, this comprehensive strategy will lead to lasting improvements in literacy outcomes for all students across the state.

The goals outlined in this section, presented in Component 2, are firmly rooted in the WYLNA findings. This assessment identified critical areas for improvement, specifically focusing on enhancing literacy leadership, ensuring instructional alignment, and providing robust systems-level support. Through a comprehensive analysis of existing literacy practices, leadership capacity, and professional learning needs, the WYLNA ensures that the established goals align with statewide priorities and are informed by evidence-based strategies.

To adopt a strategic and targeted approach, these goals are guided by several research-based frameworks. Key among these are the Administrator Literacy Standards (2023), the International Literacy Association's Standards for the Preparation of Literacy Professionals (2017, 2018), and the High-Impact Domains outlined in the Wyoming School Improvement Plan. These frameworks underscore the significance of leadership development, data-informed decision-making, professional learning, and instructional effectiveness in fostering sustainable literacy improvement.

The WYLNA identified six High-Impact Domains (A-F) that are the foundation for these goals. By aligning the goals with these high-impact areas, Wyoming's literacy initiatives are designed to build capacity, promote instructional excellence, and ensure equitable access to high-quality literacy instruction for all students. These goals provide a roadmap for professional learning and coaching and support leadership development initiatives. This ensures that every Literacy Leader is equipped with the necessary knowledge, skills, and resources to sustain and effectively scale evidence-based literacy practices throughout the P-12 educational system.

Building on the identified high-impact domains from the WYLNA, the goals set forth in the WLLP are intentionally designed to promote lasting, systemic change. By aligning these goals with the six critical domains, Wyoming's literacy initiatives aim to build foundational capacity, ensure instructional excellence, and guarantee equitable access to high-quality literacy education. To ensure these goals lead to sustained success, the WLLP outlines a detailed, strategic approach for achieving each objective. This section will explore the targeted strategies and activities designed to facilitate progress, clarify the roles of key stakeholders, and highlight how these goals are rooted in the findings from the WYLNA. Through a clear, structured presentation, the WLLP provides the roadmap necessary to drive transformative, evidence-based literacy improvement across the state.

A Comprehensive Approach to Literacy Success

To address these priorities, the WLLP presents a structured approach for each goal, ensuring clarity and understanding. Each goal will be systematically unpacked, beginning with a clear presentation of the goal itself, followed by a precise definition that establishes its significance. This section will outline the strategies for achieving each goal, highlighting the specific roles of stakeholders involved in the process. Additionally, the importance of each goal within the broader literacy framework will be emphasized. The WLLP will also introduce targeted strategies and aligned activities designed to facilitate attaining these goals. Each goal will be accompanied by a SMART goal statement, ensuring that objectives are specific, measurable, achievable, relevant, and time-bound. Finally, aligning each goal with the findings of the WYLNA will be noted, reinforcing the connection between the goals and the identified needs within the state's literacy landscape. This comprehensive format will provide a clear roadmap for understanding and effectively implementing the WLLP's objectives.

Goal 1: Strengthen Literacy Knowledge in System Leadership

Increase the percentage of system leaders with deep knowledge of the reading brain and the capacity to support, develop, administer, coach, and evaluate evidence-based, high-quality, comprehensive literacy initiatives that drive achievement.

- This will be achieved by equipping system leaders with the knowledge, skills, and tools necessary to foster a culture of literacy excellence. Targeted professional development and systems-level coaching will empower system leaders to guide and support educators in implementing evidence-based literacy practices, ensuring improved literacy outcomes for all students.
- This goal highlights the critical role of system leaders in driving literacy improvement at scale and underscores the importance of systems-level literacy coaching. By focusing on professional development, system leaders will gain the expertise to lead and sustain evidence-based literacy initiatives, ultimately transforming student achievement.
- WYLNA Alignment: Domain A, D.

Strategy 1: Engage in Targeted Professional Development on the Science of Reading

Literacy leaders will actively participate in professional development opportunities to deepen their understanding of evidence-based literacy practices.

- **Activity 1.1: Attend Professional Learning Workshops**
  Literacy leaders will attend a series of professional learning workshops focused on the science of reading, covering essential topics such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Activity 1.2: Collaborate with Literacy Experts**
  Literacy leaders will engage with literacy experts and organizations to participate in training sessions focusing on the latest research and best practices in literacy instruction.
- **Activity 1.3: Utilize a Resource Library**
  Literacy leaders will access a curated resource library containing research-based materials, case studies, and instructional tools to enhance their understanding and application of evidence-based practices.
- **Activity 1.4: Pursue Certification Programs**
  Literacy leaders will enroll in certification programs to demonstrate their mastery of the science of reading and literacy leadership competencies.

Strategy 2: Participate in Systems-Level Literacy Coaching

Literacy leaders will engage in coaching and mentoring to enhance their ability to support educators in implementing evidence-based literacy practices.

- **Activity 2.1: Work with Designated Literacy Coaches**
  Literacy leaders will collaborate with designated literacy coaches who provide personalized guidance and support in developing and administering literacy programs.
- **Activity 2.2: Join Peer Coaching Networks**
  Literacy leaders will participate in peer coaching networks to collaborate, share best practices, and address challenges related to literacy initiatives.
- **Activity 2.3: Engage in Regular Coaching Sessions**
  Literacy leaders will attend regular coaching sessions focused on analyzing literacy data, identifying gaps, and developing actionable plans to address them.

- **Activity 2.4: Implement a Coaching Framework**
  Literacy leaders will utilize a coaching framework that includes observation, feedback, and goal-setting to ensure they effectively support educators in their literacy practices.

Strategy 3: Build Capacity for Literacy Program Development and Evaluation

Literacy leaders will develop the skills necessary to evaluate the effectiveness of literacy programs and use data to drive continuous improvement.

- **Activity 3.1: Participate in Data Analysis Training**
  Literacy leaders will attend training sessions on literacy data analysis, learning to interpret assessment results, and identifying trends to inform decision-making.
- **Activity 3.2: Use Evaluation Tools**
  Literacy leaders will utilize tools and templates to evaluate the implementation and impact of literacy initiatives at the school and district levels.
- **Activity 3.3: Attend Workshops on Improvement Plans**
  Literacy leaders will participate in workshops on creating and monitoring literacy improvement plans, ensuring alignment with evidence-based practices.
- **Activity 3.4: Facilitate Data-Driven Discussions**
  Literacy leaders will engage in discussions with peers to analyze data collaboratively, identify growth areas, and celebrate literacy programming successes.

Strategy 4: Foster a Culture of Literacy Excellence

Literacy leaders will actively work to create a shared vision for literacy success and build a culture that prioritizes high-quality literacy instruction.

- **Activity 4.1: Develop a Literacy Leadership Framework**
  Literacy leaders will contribute to the development of a framework that outlines clear expectations and responsibilities for fostering literacy excellence across the district.
- **Activity 4.2: Host Districtwide Literacy Summits**
  Literacy leaders will organize districtwide literacy summits to bring together educators, system leaders, and stakeholders to align on goals, share progress, and collaborate on literacy initiatives.
- **Activity 4.3: Create Recognition Programs**
  Literacy leaders will establish recognition programs to celebrate the achievements of educators and peers who demonstrate excellence in literacy leadership and instruction.
- **Activity 4.4: Engage Families and Communities**
  Literacy leaders will implement communication strategies to engage families, caregivers, and community members in literacy initiatives, fostering a supportive environment for literacy development.

Strategy 5: Align Professional Development with Local Needs

Literacy leaders will ensure that professional development opportunities are tailored to the specific needs of their districts and schools.

- **Activity 5.1: Conduct Needs Assessments**
  Literacy leaders will conduct needs assessments to identify gaps in their own knowledge and skills related to literacy leadership.
- **Activity 5.2: Participate in Differentiated Professional Development**
  Literacy leaders will engage in differentiated professional development sessions based on the unique challenges and priorities of their district or school.

- **Activity 5.3: Access Online Learning Resources**
  Literacy leaders will utilize online learning modules and resources to provide flexible, on-demand training opportunities.
- **Activity 5.4: Establish Collaborative Learning Communities**
  Literacy leaders will create and participate in collaborative learning communities to share insights and strategies tailored to their local contexts.

SMART Goal Development Statement:

Districts will develop SMART goal statements that reflect their unique local context, priorities, and timelines. These goals will align with the overarching state literacy improvement objectives and include measurable targets for implementing evidence-based literacy practices. Timelines and benchmarks will be customized to meet district-specific needs and align with ongoing professional development, coaching, and instructional material adoption. Districts will review progress regularly through their MTSS-aligned literacy framework to ensure continuous improvement and long-term impact.

Goal 2: Scale Evidence-Based Literacy Materials and Practices

Accelerate and scale the sustainable adoption of evidence-based resources and practices to increase the percentage of students receiving access to HQIM and strategies that drive literacy achievement.

- This will be achieved by equipping educators with the knowledge, skills, and tools necessary to implement and sustain evidence-based instructional practices. Through targeted professional development and systems-level support, educators will be empowered to deliver high-quality instruction that ensures equitable access to effective literacy resources for all students.
- This goal highlights the critical role of scaling evidence-based practices and materials to improve literacy outcomes at scale. By focusing on sustainable implementation, educators will be equipped to provide consistent, research-backed instruction that drives student success in literacy.
- WYLNA Alignment: Domain C, D, E.

Strategy 1: Deepening Knowledge of Evidence-Based Materials

Equip educators with the knowledge and skills to identify, evaluate, and select evidence-based literacy materials effectively.

- **Activity 1.1: Attend Evidence-Based Resource Workshops**
  Organize workshops where educators can learn to identify, evaluate, and select evidence-based literacy materials. These workshops will provide criteria for assessing the quality and effectiveness of instructional resources.
- **Activity 1.2: Participate in Resource Evaluation Training**
  Develop training sessions that teach educators how to critically evaluate literacy materials using established frameworks (e.g., the What Works Clearinghouse). This will empower them to make informed decisions about the resources they choose for their classrooms.
- **Activity 1.3: Create a Resource Repository**
  Establish a centralized online repository where educators can access vetted evidence-based literacy resources, including lesson plans, instructional materials, and assessment tools.
- **Activity 1.4: Facilitate Expert-Led Webinars**
  Host webinars featuring literacy experts who discuss the latest research on evidence-based materials and practices, providing educators with insights into effective strategies and resources.

Strategy 2: Enhancing Instructional Practices

Support educators in implementing effective instructional practices grounded in research.

- **Activity 2.1: Conduct Instructional Practice Seminars**
  Organize seminars that focus on effective instructional practices, including differentiated instruction, formative assessment strategies, and culturally responsive teaching.
- **Activity 2.2: Implement Model Classrooms**
  Establish model classrooms where experienced educators demonstrate evidence-based instructional practices. This allows other educators to observe and discuss the application of these practices in a real-world setting.
- **Activity 2.3: Develop Peer Observation Programs**
  Create opportunities for educators to observe their peers in action, focusing on the implementation of evidence-based practices, followed by collaborative debriefing sessions.
- **Activity 2.4: Provide Instructional Coaching**
  Pair educators with instructional coaches who can offer personalized support and feedback as they implement evidence-based practices in their classrooms.

Strategy 3: Ongoing Professional Development and Support

Ensure that educators have continuous access to professional development and support to sustain evidence-based practices.

- **Activity 3.1: Establish Professional Learning Communities (PLCs)**
  Create PLCs focused on evidence-based literacy practices, providing a space for educators to collaborate, share experiences, and discuss challenges related to implementing new materials and instructional strategies.
- **Activity 3.2: Offer Continuous Learning Opportunities**
  Develop a series of online and in-person professional development sessions that educators can access throughout the year to enhance their understanding of evidence-based literacy practices.
- **Activity 3.3: Implement Coaching and Mentorship Programs**
  Pair educators with literacy coaches or mentors who can provide ongoing support and feedback as they implement evidence-based practices in their classrooms.
- **Activity 3.4: Conduct Annual Literacy Conferences**
  Organize annual conferences focused on literacy, featuring workshops, keynote speakers, and networking opportunities for educators to learn about the latest evidence-based practices and resources.

Strategy 4: Data-Driven Evaluation of Practices

Utilize data to evaluate the effectiveness of literacy practices and inform continuous improvement.

- **Activity 4.1: Implement Regular Assessments**
  Conduct regular assessments to evaluate the effectiveness of adopted materials and instructional practices, using this data to inform instructional adjustments and professional development needs.
- **Activity 4.2: Facilitate Data Reflection Sessions**
  Organize sessions where educators analyze student performance data in relation to the materials and practices used, helping them understand the impact of their choices and refine their approaches accordingly.
- **Activity 4.3: Provide Data Analysis Training**
  Offer training on data analysis techniques, equipping educators with the skills to interpret literacy assessment data effectively and make data-informed decisions.

- **Activity 4.4: Create Data Dashboards**
  Develop user-friendly data dashboards that allow educators to track student progress and the effectiveness of literacy interventions in real-time.

Strategy 5: Building a Culture of Evidence-Based Literacy

Foster a culture that prioritizes the use of evidence-based practices and engages the community in literacy initiatives.

- **Activity 5.1: Form Literacy Leadership Teams**
  Establish literacy leadership teams within schools to advocate for the use of evidence-based materials and practices. These teams will lead initiatives, share successes, and provide support to their peers.
- **Activity 5.2: Organize Community Literacy Events**
  Host community events that promote literacy and showcase the evidence-based practices being implemented in schools, reinforcing the importance of literacy and supporting students' learning.
- **Activity 5.3: Conduct Parent Workshops on Literacy**
  Offer workshops for parents that explain evidence-based literacy practices and how they can support their children's literacy development at home.
- **Activity 5.4: Launch Social Media Campaigns**
  Initiate social media campaigns to highlight the importance of evidence-based literacy practices and share success stories from schools, increasing community awareness and engagement.

The strategies and aligned activities outlined for Goal 2 emphasize the importance of equipping educators with the knowledge, resources, skills, and tools necessary to identify and implement evidence-based curricula, resources and instructional practices. By focusing on deepening knowledge of evidence-based materials, enhancing instructional practices, providing ongoing professional development and support, utilizing data-driven evaluation, and building a culture of evidence-based literacy, we aim to create a robust system that fosters literacy achievement for all students.

SMART Goal Statement:

Districts will develop SMART goal statements that reflect their unique local context, priorities, and timelines. These goals will align with the overarching state literacy improvement objectives and include measurable targets for implementing evidence-based literacy practices. Timelines and benchmarks will be customized to meet district-specific needs and align with ongoing professional development, coaching, and instructional material adoption. Districts will review progress regularly through their MTSS-aligned literacy framework to ensure continuous improvement and long-term impact.

Goal 3: Strengthen Tier 1 Universal Core Literacy Instruction

Increase the percentage of students reading proficiently by the end of elementary, middle, and high school by providing access to evidence-aligned, high-quality Tier 1 core instruction.

- This will be achieved by equipping educators with professional learning and coaching that emphasizes prevention before intervention through the MTSS Literacy Aligned Tiers of Support framework, ensuring every layer of support is rooted in evidence-based language and literacy practices.

- This goal highlights the critical role of Tier 1 core instruction. Research underscores its importance, noting that it is impossible to 'intervene out of a Tier 1 problem.' When Tier 1 instruction is strong, fewer students require additional interventions. By focusing on strengthening Tier 1 instruction, this goal ensures that all students have the opportunity to engage in rigorous, high-quality core instruction, develop strong literacy skills, and achieve success throughout their academic journey.
- WYLNA Domain Alignment: A, D, E.

Strategy 1: Enhancing Educator Knowledge of Tier 1 Instruction

Equip educators with the knowledge and skills necessary to deliver high-quality Tier 1 core literacy instruction.

- **Activity 1.1: Conduct Tier 1 Instruction Professional Learning Sessions**
  Organize professional learning sessions focused on evidence-based practices for Tier 1 literacy instruction, emphasizing the essential components of word recognition (including phonemic awareness, phonics, and fluency) and language comprehension (including vocabulary development, background knowledge, and text comprehension strategies).
- **Activity 1.2: Facilitate Collaborative Planning Sessions**
  Provide opportunities for educators to collaborate in planning high-quality Tier 1 literacy lessons that align with evidence-based practices and meet the diverse needs of students.
- **Activity 1.3: Host Expert-Led Seminars**
  Invite literacy experts to lead seminars on effective Tier 1 instruction, sharing research and strategies that educators can implement in their classrooms.
- **Activity 1.4: Create Resource Guides**
  Develop and distribute resource guides that outline best practices for Tier 1 instruction, including instructional strategies, assessment tools, and recommended materials.

Strategy 2: Implementing the MTSS Literacy Aligned Tiers of Support Framework

Utilize the MTSS framework to ensure that Tier 1 instruction is effective and responsive to student needs.

- **Activity 2.1: Provide MTSS Training for Educators**
  Conduct training sessions on the MTSS Literacy Aligned Tiers of Support framework, emphasizing the importance of prevention before intervention and how to implement it effectively in the classroom.
- **Activity 2.2: Develop Tiered Support Plans**
  Collaborate with educators to create tiered support plans that outline how to provide differentiated instruction within Tier 1 to meet the diverse needs of all students.
- **Activity 2.3: Conduct Regular Data Reviews**
  Establish a schedule for regular data reviews to assess student progress and the effectiveness of Tier 1 instruction, allowing for timely adjustments to instructional practices.
- **Activity 2.4: Facilitate Peer Observations**
  Organize peer observation opportunities where educators can observe each other's Tier 1 instruction and provide constructive feedback based on evidence-based practices.

Strategy 3: Job-Embedded Ongoing Professional Development and Coaching

Ensure that educators receive continuous support and professional development to strengthen Tier 1 instruction.

- **Activity 3.1: Establish PLCs**
  Create PLCs focused on Tier 1 literacy instruction, providing a space for educators to collaborate, share experiences, and discuss challenges related to implementing high-quality core instruction.

- **Activity 3.2: Implement Coaching Support**
  Pair educators with instructional coaches who can provide ongoing support and feedback as they implement evidence-based Tier 1 practices in their classrooms.
- **Activity 3.3: Offer Online Learning Modules**
  Develop online learning modules that educators can access to enhance their understanding of Tier 1 literacy instruction and evidence-based practices.
- **Activity 3.4: Conduct Annual Literacy Institutes**
  Organize annual literacy institutes that focus on Tier 1 instruction, featuring workshops, keynote speakers, and networking opportunities for educators to learn about the latest research and strategies.

Strategy 4: Monitoring and Evaluating Tier 1 Instruction

Utilize data to evaluate the effectiveness of Tier 1 instruction and inform continuous improvement.

- **Activity 4.1: Implement Regular Assessments**
  Conduct regular assessments to evaluate student literacy proficiency and the effectiveness of Tier 1 instruction, using this data to inform instructional adjustments.
- **Activity 4.2: Facilitate Data Analysis Workshops**
  Offer workshops that train educators on how to analyze assessment data to identify trends and make data-informed decisions regarding Tier 1 instruction.
- **Activity 4.3: Create Feedback Loops**
  Establish feedback loops where educators can share insights and data regarding Tier 1 instruction, fostering a culture of continuous improvement.
- **Activity 4.4: Develop Evaluation Tools**
  Create evaluation tools that educators can use to assess the quality and effectiveness of their Tier 1 instruction, ensuring alignment with evidence-based practices.

Strategy 5: Building a Culture of Literacy Excellence

Foster a school-wide culture that prioritizes high-quality Tier 1 literacy instruction.

- **Activity 5.1: Form Literacy Leadership Teams**
  Establish literacy leadership teams within schools to advocate for the importance of Tier 1 instruction and support educators in implementing evidence-based practices.
- **Activity 5.2: Organize Literacy Spotlight Events**
  Host events that celebrate literacy achievements and showcase effective Tier 1 instruction, engaging the community and reinforcing the importance of literacy.
- **Activity 5.3: Engage Families in Literacy Initiatives**
  Develop initiatives that involve families in supporting Tier 1 literacy instruction, such as workshops that provide strategies for reading at home.
- **Activity 5.4: Launch Awareness Campaigns**
  Initiate campaigns to raise awareness about the significance of strong Tier 1 instruction and its impact on student literacy outcomes, engaging the entire school community.

The strategies and aligned activities outlined for Goal 3 emphasize the critical importance of strengthening Tier 1 core literacy instruction to increase the percentage of students reading proficiently by the end of elementary, middle, and high school. By equipping educators with professional learning and coaching that emphasizes prevention before intervention through the MTSS Literacy Aligned Tiers of Support framework, we can ensure that every layer of support is rooted in evidence-based language and literacy practices. This comprehensive approach not only enhances the quality of core instruction but also reduces the need for

additional interventions, ultimately providing all students with the opportunity to engage in rigorous, high-quality literacy instruction and develop strong literacy skills throughout their academic journey.

SMART Goal Statement:
Districts will develop SMART goal statements that reflect their unique local context, priorities, and timelines. These goals will align with the overarching state literacy improvement objectives and include measurable targets for implementing evidence-based literacy practices. Timelines and benchmarks will be customized to meet district-specific needs and align with ongoing professional development, coaching, and instructional material adoption. Districts will review progress regularly through their MTSS-aligned literacy framework to ensure continuous improvement and long-term impact.

Goal 4: Elevate Early Childhood Language and Literacy Practices

Increase the percentage of children from birth to age five with enhanced oral language, literacy development, and school readiness skills necessary for a successful transition into elementary school.

- This will be achieved by equipping educators with professional learning and coaching that prioritizes evidence-based practices such as fostering phonological awareness, vocabulary acquisition, and early communication skills. The goal emphasizes the MTSS Literacy Aligned Tiers of Support framework and focuses on targeted activities that build foundational communication skills, print awareness, alphabet knowledge, narrative skills, and language and vocabulary growth.
- This goal highlights the critical role of early language and literacy development from birth to age five as a powerful predictor of later reading success. By focusing on oral language development and foundational literacy skills, this goal ensures young learners have the opportunity to build a strong foundation in oral language and literacy, paving the way for long-term academic success.
- WYLNA Alignment: Domain C, D, E, F.

Strategy 1: Equipping Educators with Knowledge of Early Literacy Development
Provide educators with the knowledge and skills necessary to support early childhood literacy development effectively.

- **Activity 1.1: Conduct Early Literacy Professional Learning Sessions**
  Organize professional learning sessions focused on evidence-based practices for early literacy development, emphasizing phonological awareness, vocabulary acquisition, and early communication skills.
- **Activity 1.2: Facilitate Collaborative Planning Workshops**
  Provide opportunities for educators to collaborate in planning engaging literacy activities that promote foundational skills such as print awareness, alphabet knowledge, and narrative skills.
- **Activity 1.3: Host Expert-Led Seminars**
  Invite early childhood literacy experts to lead seminars on effective strategies for fostering oral language development and literacy skills in young children.
- **Activity 1.4: Create Resource Toolkits**
  Develop and distribute resource toolkits that include activities, materials, and strategies for promoting early literacy development in various settings, such as homes and classrooms.

Strategy 2: Implementing the MTSS Literacy Aligned Tiers of Support Framework

Utilize the MTSS framework to ensure that early literacy instruction is effective and responsive to the needs of young learners.

- **Activity 2.1: Provide MTSS Training for Early Childhood Educators**
  Conduct training sessions on the MTSS Literacy Aligned Tiers of Support framework, emphasizing the importance of early intervention and prevention strategies for literacy development.
- **Activity 2.2: Develop Tiered Support Plans for Young Learners**
  Collaborate with educators to create tiered support plans that outline how to provide differentiated instruction and interventions for children at various developmental levels.
- **Activity 2.3: Conduct Regular Progress Monitoring**
  Establish a schedule for regular progress monitoring to assess children's literacy development and the effectiveness of instructional practices, allowing for timely adjustments.
- **Activity 2.4: Facilitate Peer Observations**
  Organize peer observation opportunities where educators can observe each other's early literacy instruction and provide constructive feedback based on evidence-based practices.

Strategy 3: Job Embedded Ongoing Professional Development and Coaching

Ensure that educators receive continuous support and professional development to enhance early childhood literacy instruction.

- **Activity 3.1: Establish PLCs**
  Create PLCs focused on early childhood literacy development, providing a space for educators to collaborate, share experiences, and discuss challenges related to implementing effective literacy practices.
- **Activity 3.2: Implement Coaching Support for Educators**
  Pair educators with literacy coaches who can provide ongoing support and feedback as they implement evidence-based practices for early literacy development.
- **Activity 3.3: Offer Online Learning Modules**
  Develop online learning modules that educators can access to enhance their understanding of early literacy development and effective instructional strategies.
- **Activity 3.4: Conduct Annual Early Literacy Institutes**
  Organize annual institutes focused on early literacy, featuring workshops, keynote speakers, and networking opportunities for educators to learn about the latest research and strategies.

Strategy 4: Monitoring and Evaluating Early Literacy Development

Utilize data to evaluate the effectiveness of early literacy practices and inform continuous improvement.

- **Activity 4.1: Implement Regular Assessments**
  Conduct regular assessments to evaluate children's oral language and literacy skills, using this data to inform instructional adjustments and interventions.
- **Activity 4.2: Facilitate Data Analysis Workshops**
  `Offer workshops that train educators on how to analyze assessment data to identify trends and make data-informed decisions regarding early literacy instruction.
- **Activity 4.3: Create Feedback Loops**
  Establish feedback loops where educators can share insights and data regarding early literacy development, fostering a culture of continuous improvement.
- **Activity 4.4: Develop Evaluation Tools**
  Create evaluation tools that educators can use to assess the quality and effectiveness of their early literacy instruction, ensuring alignment with evidence-based practices.

Strategy 5: Building a Culture of Early Literacy Excellence

Foster a community-wide culture that prioritizes early literacy development and engages families in the process.

- **Activity 5.1: Form Early Literacy Leadership Teams**
  Establish early literacy leadership teams within schools and communities to advocate for the importance of early literacy development and support educators in implementing effective practices.
- **Activity 5.2: Organize Family Literacy Events**
  Host events that promote early literacy and engage families in activities that support language and literacy development at home.
- **Activity 5.3: Develop Parent Workshops on Early Literacy**
  Offer workshops for parents that provide strategies for fostering oral language and literacy skills in young children, emphasizing the importance of early engagement.
- **Activity 5.4: Launch Community Awareness Campaigns**
  Initiate campaigns to raise awareness about the significance of early literacy development and its impact on long-term academic success, engaging the entire community.

The strategies and aligned activities outlined for Goal 4 emphasize the critical importance of enhancing early childhood literacy to increase the percentage of children from birth to age five with the necessary oral language, literacy development, and school readiness skills for a successful transition into elementary school. By equipping educators with professional learning and coaching that prioritizes evidence-based practices, we can ensure that young learners build a strong foundation in oral language and literacy. This comprehensive approach not only supports early language development but also paves the way for long-term academic success, ultimately benefiting children as they progress through their educational journey.

SMART Goal Statement:

Districts will develop SMART goal statements that reflect their unique local context, priorities, and timelines. These goals will align with the overarching state literacy improvement objectives and include measurable targets for implementing evidence-based literacy practices. Timelines and benchmarks will be customized to meet district-specific needs and align with ongoing professional development, coaching, and instructional material adoption. Districts will review progress regularly through their MTSS-aligned literacy framework to ensure continuous improvement and long-term impact.

Goal 5: Advance Adolescent Literacy Instruction and Intervention

Increase the percentage of secondary students achieving grade-level reading proficiency by implementing evidence-based literacy practices that address the unique needs of adolescent learners.

- This will be achieved by equipping educators with professional learning and coaching to deliver intensive, supplemental, accelerated, and explicit interventions for students reading significantly below grade level. The goal prioritizes integrating literacy support across content areas and providing access to high-interest, age-appropriate texts to engage and motivate struggling readers.
- This goal highlights the critical role of addressing adolescent literacy needs to ensure students build the foundational and advanced reading skills necessary for academic success, high school graduation, and post-secondary readiness. By focusing on targeted interventions and evidence-based practices, this goal ensures that striving readers receive the support they need to thrive academically and beyond.
- WYLNA Alignment: Domain C, D, E, F.

Strategy 1: Equipping Educators with Knowledge of Adolescent Literacy

Provide educators with the knowledge and skills necessary to implement effective literacy practices for secondary students.

- **Activity 1.1: Conduct Professional Learning Sessions on Adolescent Literacy**
  Organize professional learning sessions focused on evidence-based literacy practices tailored to the unique needs of adolescent learners, including strategies for engagement and motivation.
- **Activity 1.2: Facilitate Collaborative Curriculum Planning**
  Provide opportunities for educators to collaborate in planning integrated literacy lessons that incorporate reading strategies across content areas, ensuring that literacy support is embedded in all subjects.
- **Activity 1.3: Host Expert-Led Workshops**
  Invite literacy experts to lead workshops on effective interventions for struggling adolescent readers, sharing research-based strategies and resources.
- **Activity 1.4: Create Resource Toolkits for Educators**
  Develop and distribute resource toolkits that include high-interest, age-appropriate texts and instructional strategies for engaging struggling readers.

Strategy 2: Implementing Targeted Interventions

Utilize evidence-based interventions to support students reading significantly below grade level.

- **Activity 2.1: Provide Training on Intensive Intervention Strategies**
  Conduct training sessions for educators on implementing intensive, supplemental, and accelerated interventions for students reading below grade level.
- **Activity 2.2: Develop Individualized Literacy Plans**
  Collaborate with educators to create individualized literacy plans for students identified as needing additional support, outlining specific interventions and goals.
- **Activity 2.3: Conduct Regular Progress Monitoring**
  Establish a schedule for regular progress monitoring to assess the effectiveness of interventions and make necessary adjustments based on student performance data.
- **Activity 2.4: Facilitate Peer Coaching for Intervention Implementation**
  Organize peer coaching opportunities where educators can observe and provide feedback on implementing literacy interventions in the classroom.

Strategy 3: Ongoing Professional Development and Support

Ensure that educators receive continuous support and professional development to enhance literacy instruction.

- **Activity 3.1: Establish PLCs**
  Create PLCs focused on adolescent literacy, providing a space for educators to collaborate, share experiences, and discuss challenges related to implementing effective literacy practices.
- **Activity 3.2: Implement Coaching Support for Educators**
  Pair educators with literacy coaches who can provide ongoing support and feedback as they implement evidence-based practices for adolescent literacy.
- **Activity 3.3: Offer Online Learning Modules**
  Develop online learning modules that educators can access to enhance their understanding of adolescent literacy development and effective instructional strategies.
- **Activity 3.4: Conduct Annual Literacy Conferences**
  Organize annual conferences focused on adolescent literacy, featuring workshops, keynote speakers, and networking opportunities for educators to learn about the latest research and strategies.

Strategy 4: Integrating Literacy Across Content/Disciplinary Areas

Ensure that literacy support is integrated into all Content/Disciplinary areas to enhance reading proficiency.

- **Activity 4.1: Provide Training on Content Area Literacy Strategies**
  Conduct training sessions for educators on effective literacy strategies that can be integrated into various content areas, such as science, social studies, and mathematics.
- **Activity 4.2: Develop Cross-Disciplinary Literacy Projects**
  Collaborate with educators to create cross-disciplinary projects that require students to engage with texts and apply literacy skills in meaningful contexts.
- **Activity 4.3: Facilitate Literacy-Focused Professional Development Days**
  Organize professional development days dedicated to exploring literacy integration across content areas, allowing educators to share best practices and resources.
- **Activity 4.4: Create Literacy Resource Banks for Content/Disciplinary Areas**
  Develop resource banks that provide educators with high-interest, age-appropriate texts and materials relevant to their content areas, supporting literacy engagement.

Strategy 5: Building a Culture of Literacy Excellence

Foster a school-wide culture that prioritizes literacy development and engages students in their learning.

- **Activity 5.1: Form Literacy Leadership Teams**
  Establish literacy leadership teams within schools to advocate for the importance of adolescent literacy and support educators in implementing effective practices.
- **Activity 5.2: Organize Literacy Events and Challenges**
  Host events and challenges that promote reading and literacy engagement among students, such as book fairs, reading competitions, and author visits.
- **Activity 5.3: Engage Families in Literacy Initiatives**
  Develop initiatives that involve families in supporting adolescent literacy, such as workshops that provide strategies for encouraging reading at home.
- **Activity 5.4: Launch Awareness Campaigns**
  Initiate campaigns to raise awareness about the significance of adolescent literacy and its impact on academic success, engaging the entire school community.

The strategies and aligned activities outlined for this goal emphasize the critical importance of addressing adolescent literacy needs to increase the percentage of secondary students achieving grade-level reading proficiency. By equipping educators with professional learning and coaching to deliver intensive, supplemental, accelerated, and explicit interventions, we can ensure that struggling readers receive the support they need to thrive academically. This comprehensive approach prioritizes integrating literacy support across content areas and providing access to high-interest, age-appropriate texts, ultimately fostering the foundational and advanced reading skills necessary for academic success, high school graduation, and post-secondary readiness.

SMART Goal Statement:

Districts will develop SMART goal statements that reflect their unique local context, priorities, and timelines. These goals will align with the overarching state literacy improvement objectives and include measurable targets for implementing evidence-based literacy practices. Timelines and benchmarks will be customized to meet district-specific needs and align with ongoing professional development, coaching, and instructional material adoption. Districts will review progress regularly through their MTSS-aligned literacy framework to ensure continuous improvement and long-term impact.

Goal 6: Elevate Literacy Outcomes in CSI, TSI, and ATSI Schools

Increase literacy outcomes to impact the number of schools moving up and off the CSI, Targeted School Improvement (TSI), and ATSI (Additional Targeted Support and Improvement)(Additional Targeted Support and Improvement) by improving outcomes through the Wyoming MTSS framework.

- This will be achieved by launching the State Transformation Network, which unites various agencies and partners to provide wrap-around support to schools through a Multi-Tiered System of Supports (MTSS). The goal prioritizes systems change to address the unique needs of schools, focusing on literacy improvements for those identified as CSI, TSI, and ATSI to enhance student outcomes.
- This goal highlights the critical role of addressing systems change to help Wyoming schools increase student and school performance. By focusing on supports for school improvement, support will be provided using a state-developed planning process to assist school leadership teams in reviewing accountability data, evaluating leadership practices, analyzing assessment systems and resource allocation, and determining school-level interventions to improve performance.
- WYLNA Alignment: Domain A, B, C, D, E, F.

Strategy 1: Launching the State Transformation Network

Establish a collaborative network that unites various agencies and partners to provide comprehensive support to schools.

- **Activity 1.1: Form the State Transformation Network**
  Create a coalition of state agencies, educational organizations, and community partners dedicated to supporting schools identified as CSI and TSI through the MTSS framework.
- **Activity 1.2: Conduct Needs Assessments**
  Perform needs assessments in participating schools to identify specific challenges and areas for improvement related to literacy outcomes.
- **Activity 1.3: Develop Collaborative Action Plans**
  Collaborate with school leadership teams to develop action plans that outline targeted interventions and supports based on the needs assessments.
- **Activity 1.4: Facilitate Regular Network Meetings**
  Organize regular meetings for the State Transformation Network to share progress, discuss challenges, and coordinate support efforts across agencies.

Strategy 2: Implementing the Wyoming MTSS Framework

Utilize the Wyoming MTSS framework to provide structured support for literacy improvement.

- **Activity 2.1: Provide MTSS Training for School Leaders**
  Conduct training sessions for school leaders on the principles and implementation of the Wyoming MTSS framework, emphasizing its role in improving literacy outcomes.
- **Activity 2.2: Establish Tiered Support Systems**
  Work with schools to establish tiered support systems that address the unique needs of students, ensuring that interventions are evidence-based and aligned with best practices.
- **Activity 2.3: Conduct Data Analysis Workshops**
  Offer workshops that train school teams on how to analyze accountability data and assessment results to inform decision-making and intervention planning.
- **Activity 2.4: Create Resource Allocation Plans**
  Assist schools in developing resource allocation plans that prioritize funding and resources for literacy interventions and supports.

Strategy 3: Supporting School Improvement Initiatives

Provide targeted support to enhance school improvement efforts focused on literacy.

- **Activity 3.1: Implement School Improvement Planning Processes**
  Guide schools through a state-developed planning process that includes reviewing accountability data, evaluating leadership practices, and identifying areas for growth.
- **Activity 3.2: Facilitate Leadership Coaching**
  Pair school leaders with coaches who can provide ongoing support and feedback as they implement school improvement initiatives focused on literacy.
- **Activity 3.3: Organize Professional Development for Educators**
  Offer professional development opportunities for educators on effective literacy instruction and intervention strategies, ensuring alignment with the MTSS framework.
- **Activity 3.4: Monitor and Evaluate School Improvement Efforts**
  Establish a system for monitoring and evaluating the effectiveness of school improvement initiatives, using data to inform adjustments and improvements.

Strategy 4: Engaging Families and Communities

Foster community and family engagement to support literacy improvement efforts.

- **Activity 4.1: Develop Family Engagement Programs**
  Create programs that engage families in supporting literacy development at home, providing resources and strategies for parents to use with their children.
- **Activity 4.2: Host Community Literacy Events**
  Organize community events that promote literacy and showcase the efforts of schools to improve literacy outcomes, fostering a culture of reading and learning.
- **Activity 4.3: Create Partnerships with Local Organizations**
  Collaborate with local organizations and businesses to provide additional resources and support for literacy initiatives in schools.
- **Activity 4.4: Launch Awareness Campaigns**
  Initiate campaigns to raise awareness about the importance of literacy and the efforts to improve outcomes in CSI and TSI schools.

Strategy 5: Building a Culture of Continuous Improvement

Establish a culture of continuous improvement within schools to sustain literacy gains.

- **Activity 5.1: Form Continuous Improvement Teams**
  Establish teams within schools focused on continuous improvement, tasked with regularly reviewing data and making recommendations for enhancing literacy practices.
- **Activity 5.2: Implement Feedback Mechanisms**
  Create feedback mechanisms that allow educators, students, and families to provide input on literacy initiatives and school improvement efforts.
- **Activity 5.3: Celebrate Successes**
  Recognize and celebrate the successes of schools and students in improving literacy outcomes, fostering a positive culture around literacy achievement.
- **Activity 5.4: Conduct Annual Reviews of Progress**
  Organize annual reviews to assess progress toward reducing CSI and TSI designations, using data to inform future planning and support.

The strategies and aligned activities outlined for Goal 6 emphasize the importance of addressing systems change to help Wyoming schools increase student and school performance. By launching the State Transformation Network and implementing the Wyoming MTSS framework, we can provide comprehensive support to schools identified as CSI and TSI. This collaborative approach focuses on improving literacy outcomes through targeted interventions, data-driven decision-making, and community engagement. By prioritizing systems change and supporting school improvement initiatives, we can enhance student outcomes and help schools move up and off CSI and TSI designations.

SMART Goal Statement:

Districts will develop SMART goal statements that reflect their unique local context, priorities, and timelines. These goals will align with the overarching state literacy improvement objectives and include measurable targets for implementing evidence-based literacy practices. Timelines and benchmarks will be customized to meet district-specific needs and align with ongoing professional development, coaching, and instructional material adoption. Districts will review progress regularly through their MTSS-aligned literacy framework to ensure continuous improvement and long-term impact.

In order to ensure that the goals outlined in the WLLP are effectively achieved, it is essential to translate these strategies into measurable actions and outcomes. The school performance indicators provide the foundation for tracking progress toward these goals. By linking these indicators with the strategies and activities in the Logic Model, we can establish a clear framework for implementation. This model not only aligns resources and activities with desired outcomes but also offers a tool for continuous assessment, ensuring that literacy initiatives remain responsive and effective. The following section will explore the Logic Model, illustrating how these strategies will lead to tangible improvements in literacy across Wyoming.

Logic Model

The **Wyoming Literacy Logic Model** visually represents the resources, activities, outputs, and anticipated outcomes associated with the state's comprehensive literacy initiatives. Serving as a strategic tool for both planning and evaluation, the model captures the essential elements of the Wyoming Literacy Program in a way that promotes clarity, alignment, and sustained focus. By illustrating the causal links between investments and intended results, the Logic Model enables stakeholders to assess progress, identify implementation gaps, and make data-informed decisions to continuously strengthen literacy efforts. It underscores the state's commitment to ensuring that every student in Wyoming has access to high-quality, evidence-based literacy instruction grounded in the science of reading.

These logic models reflect the needs of Wyoming systems as identified through the Wyoming Literacy Needs Assessment and provide autonomy for districts and schools to identify and act on their specific data-informed priorities. Rather than serving as a one-size-fits-all framework, each logic model is tailored to the context of the local system—allowing school leaders to align activities with their unique goals, structures, and student populations. Each model includes short-term outcomes (immediate changes in knowledge, capacity, or practices), medium-term outcomes (changes in behavior, implementation, or system use over 1–3 years), and long-term outcomes (sustained improvements in student achievement and system performance over 3+ years). Through this approach, Wyoming has fostered a balance between statewide coherence and local flexibility, ensuring that literacy improvement efforts are responsive, rooted in evidence, and scalable over time.

The Logic Model serves as a vital tool in guiding the implementation and evaluation of the Wyoming Literacy Plan. By clearly illustrating the connections between resources, activities, outputs, and outcomes, the model ensures that all stakeholders are aligned in their efforts to achieve the state's literacy goals. It provides a structured approach to monitoring progress, enabling data-informed decisions and continuous improvement. As we move forward, this framework will be instrumental in ensuring that Wyoming's literacy initiatives are not only sustained but also adapted to meet the evolving needs of students, educators, and communities, ultimately leading to measurable and lasting improvements in literacy outcomes across the state.

Conclusion and Transition to Component 6

The WLLP outlines a comprehensive roadmap for improving literacy outcomes across the state. By aligning its efforts with evidence-based frameworks and HQIP, this initiative emphasizes systemic change, professional learning, and multi-tiered support to meet the diverse needs of students. Each component of this strategic plan—rooted in leadership development, instructional alignment, and data-informed decision-making—ensures that Wyoming's literacy model is sustainable and capable of long-term success. Through professional development, targeted interventions, and family and community engagement, the WLLP equips educators and stakeholders with the necessary tools to lay a solid foundation for lifelong literacy.

Moving forward, the success of this initiative depends on continued collaboration and a steadfast commitment to evidence-based literacy instruction. Leveraging Wyoming's statewide literacy networks and data-driven insights will enable educators, families, and policymakers to sustain and scale improvements across the state. This ongoing effort ensures that every student has equitable access to high-quality language and literacy instruction, ultimately supporting both academic achievement and long-term success.

This plan is not just a strategic vision—it is a commitment to Wyoming's students, ensuring that literacy remains a cornerstone of their education and future opportunities. Component 5 outlined the strategic goals and activities necessary to improve literacy outcomes, emphasizing system leadership, scaling evidence-based practices, enhancing Tier 1 instruction, and supporting early childhood and adolescent learners, as well as schools requiring comprehensive and targeted support. These goals form a cohesive, statewide approach to ensuring every student receives high-quality literacy instruction through professional development, data-informed decision-making, and multi-tiered supports.

However, a plan's true effectiveness lies in its execution. Component 6 moves beyond strategy, providing the evidence-based literacy framework needed to operationalize the work outlined in Component 5. This framework anchors Wyoming's literacy initiatives, ensuring that instructional practices are rooted in research, aligned with state standards, and implemented with fidelity. It guides educators, leaders, and stakeholders in making informed decisions regarding instruction, assessment, intervention, and professional learning to drive sustained literacy improvements.

At its core, Component 6 serves as the bridge between planning and practice. It defines the evidence-aligned instructional approaches, expectations, and structures that will bring the WLLP's vision to life. Key elements of this include explicit, systematic instruction in reading and writing across content areas, structured literacy practices to support both foundational and advanced skills, HQIM aligned with the science of reading, and

assessment practices to inform instruction and measure progress. The integration of a MTSS ensures a focus on prevention before intervention, and collaborative instructional planning fosters alignment across all subject areas.

While Component 5 focused on the "what"—the goals and priorities for literacy improvement—Component 6 defines the "how." It ensures that Wyoming's literacy plan is not only visionary but also actionable, scalable, and sustainable. This component outlines the systems and supports necessary to move from strategy to implementation. By providing a framework for consistency and alignment, it ensures that every classroom across the state can deliver evidence-based, high-impact instruction that advances literacy success for all students