



Component 7: Implementation & Continuous Improvement at the Local Level



Wyoming Department of Education

122 W. 25th St., Ste. E200 | Cheyenne, WY 82002
P: 307-777-7675 | F: 307-777-6234 | edu.wyoming.gov

Table of Contents

Introduction	3
Purpose	3
LEA Implementation and Continuous Improvement	4
Frameworks for Implementation	5
NIRN Implementation Framework and the Active Implementation Formula.....	6
The Active Implementation Formula.....	9
The Role of Continuous Improvement in Implementation	13
LEA Implementation Strategies and Continuous Improvement Cycles.....	13
LEA Active Implementation Formula.....	18
LEA Continuous Improvement Implementation.....	24
WLLP Dissemination Plan	30
Conclusion and Transition to Component 8	31

Introduction

Just as the Wind River Canyon guides the flow of the river, shaping its course with strength and precision, Component 7 of the Wyoming Language and Literacy Plan (WLLP) provides local education agencies (LEAs) with the critical support and guidance needed to navigate the complexities of literacy improvement. This guidance ensures that every step taken is intentional and aligned with the state's overarching literacy goals. The analogy reflects the collaborative yet adaptive nature of the plan, emphasizing the partnership between the Wyoming Department of Education (WDE) and LEAs to drive meaningful progress. By establishing clear pathways, the WDE empowers LEAs to address local needs while maintaining consistency with statewide priorities. This comprehensive approach supports a cohesive literacy system that fosters both innovation and accountability.

Purpose

Component 7 focuses on the critical work of implementation and continuous improvement at the local level. It outlines strategies and resources necessary for LEAs to translate the plan's objectives into actionable steps within their schools and communities. The WDE works closely with LEAs to ensure they have the necessary guidance, tools, and resources to implement evidence-based literacy practices effectively. Regular monitoring of progress allows for timely adjustments based on data-driven insights. This collaborative structure helps LEAs stay aligned with statewide literacy goals while responding to the specific needs of their student populations.

As a committed partner, the WDE establishes a framework for local implementation that is both comprehensive and adaptable. This framework provides detailed guidance on timelines, professional development opportunities, and the use of evidence-based assessments to monitor student progress. Clear expectations help ensure consistency across districts while allowing for the flexibility needed to address unique local challenges. The WDE also collaborates with LEAs to foster a culture of continuous improvement through regular feedback and data analysis. This ongoing support strengthens instructional practices and promotes a shared responsibility for literacy advancement across the state.

By embedding these collaborative practices, the WLLP ensures sustained progress across Wyoming's education landscape. This partnership empowers LEAs to adapt to local needs while remaining aligned with statewide goals. The WDE's role in fostering ongoing collaboration helps build capacity at the local level, ensuring that best practices are effectively implemented. This adaptability allows districts to respond to emerging challenges while maintaining a focus on long-term literacy outcomes. Ultimately, the unified approach fostered by the WLLP strengthens Wyoming's commitment to equitable, evidence-based literacy improvement for all students.

LEA Implementation and Continuous Improvement

Implementation and Continuous Improvement are essential components that enhance language and literacy development among students. Implementation involves putting instructional strategies, curricula, and programs into practice to achieve specific language and literacy goals. This process begins with thorough planning, where educators set clear objectives, identify necessary resources, and outline timelines and responsibilities. Once planning is complete, educators apply these strategies in the classroom. Ongoing progress monitoring is crucial, as it allows educators to track student engagement and achievement against defined literacy objectives. Following this, the evaluation phase provides insight into the overall effectiveness of implementation and highlights areas for refinement (Fixsen et al., 2019).

While Implementation establishes the foundation, Continuous Improvement represents an ongoing commitment to enhancing the quality of language and literacy instruction over time. Rather than relying solely on large-scale reforms, this approach emphasizes incremental changes to refine existing practices and better meet students' diverse needs. Key elements include establishing feedback mechanisms, where educators regularly gather input from students, parents, and colleagues to identify opportunities for improvement. Data-driven decision-making is also integral, as assessment data and performance metrics inform instructional strategies. Continuous Improvement fosters a culture of innovation and collaboration, allowing educators to respond dynamically to challenges and successes in language and literacy development (Bryk et al., 2015).

The relationship between Implementation and Continuous Improvement within the WLLP is particularly significant. Implementation is the foundational step in introducing new language and literacy practices or programs, while Continuous Improvement ensures the long-term refinement and enhancement of these initiatives. Once a new literacy curriculum or instructional strategy is implemented, educators engage in Continuous Improvement to assess its impact on student learning, refine instructional approaches, and make data-informed adjustments based on feedback and performance data. Together, these processes enable educators and schools to remain responsive to the evolving needs of students, ensuring excellence in language and literacy education.

To ensure successful and sustained implementation, a structured approach is necessary. A clear framework provides educators and administrators with guidance on how to implement, monitor, and refine literacy initiatives effectively. One such model is the National Implementation Research Network (NIRN), which offers a systematic strategy for integrating evidence-based practices in educational settings. This framework supports schools in addressing barriers to implementation while maintaining alignment with research-driven instructional approaches. By following a structured process, educators can ensure that new literacy initiatives lead to meaningful and lasting improvements in student outcomes (National Implementation Research Network, 2021).

Given the complexity of implementing and sustaining language and literacy initiatives, structured frameworks are essential for guiding educators and administrators through the process. Effective implementation requires not only the adoption of research-based strategies but also a clear approach to overcoming barriers and ensuring long-term success. Frameworks such as those developed by the NIRN provide a systematic way to scale and sustain evidence-based literacy practices. By offering tools and strategies for capacity building and continuous refinement, these frameworks help bridge the gap between research and classroom practice. The following section explores how NIRN's Active Implementation Frameworks (AIFs) support LEAs in achieving high-quality and sustainable implementation.

Frameworks for Implementation

NIRN is a research and technical assistance organization housed within the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. NIRN is dedicated to advancing implementation science, ensuring that research-based innovations in education, health, child welfare, and public systems lead to meaningful and sustainable improvements. Their work focuses on bridging the gap between research and practice, supporting organizations in implementing evidence-based programs effectively. Through the development of frameworks, tools, and strategies, NIRN guides systems in scaling and sustaining high-quality initiatives. Their Active Implementation Frameworks (AIFs) provide a structured approach to building capacity, overcoming barriers, and ensuring long-term success in implementing research-driven solutions.

One of the most significant contributions of NIRN is its ability to translate research findings into actionable strategies that improve outcomes for students, families, and communities. Too often, programs with strong research backing fail due to poor implementation, rather than a lack of effectiveness. NIRN ensures that organizations have the necessary infrastructure, training, and support to integrate evidence-based practices into daily operations. Their focus on scaling and sustainability helps organizations maintain program fidelity while adapting to local needs. This approach ensures that improvements are not just temporary solutions but lead to long-term, systemic change.

NIRN's impact extends beyond education, reaching into healthcare, child welfare, and public systems that serve vulnerable populations. Their cross-sector approach recognizes that implementation challenges are not unique to any single field but require a unified strategy for success. They work closely with state agencies, school districts, and nonprofit organizations to create policies and practices that are both effective and sustainable. This broad focus allows them to tailor implementation strategies to diverse settings while maintaining core principles of fidelity and effectiveness. Their work ensures that evidence-based solutions reach the populations they are intended to help, leading to lasting improvements across multiple sectors.

While NIRN's work spans multiple sectors, its structured implementation models provide the foundation for successfully integrating evidence-based practices in education. The NIRN Implementation Framework and the Active Implementation Formula are designed to support organizations in navigating the complexities of implementation, ensuring that research-based innovations translate into effective and sustainable practices. By breaking down the implementation process into key stages, drivers, and innovations, these frameworks offer a roadmap for achieving long-term success. The following section explores how these structured approaches guide the implementation of literacy initiatives, ensuring fidelity while allowing for local adaptation.

NIRN Implementation Framework and the Active Implementation Formula

The NIRN Implementation Framework and the Active Implementation Formula are closely connected, both aiming to enhance the effectiveness of implementing evidence-based practices across various settings. The NIRN Implementation Framework offers a structured approach to introducing innovations by highlighting several key components. First, it introduces Usable Innovations, which refer to evidence-based practices adaptable to specific contexts (Fixsen et al., 2005). The framework also outlines Implementation Stages, which detail phases such as exploration, installation, initial implementation, and full implementation (Fixsen et al., 2005). Additionally, it emphasizes Implementation Drivers, including training, coaching, and organizational support, which are crucial for successful implementation (Blase & Fixsen, 2013).

These drivers work together to ensure readiness and support informed decision-making. They help organizations address both technical and adaptive challenges, as described by Fullan (2016). Technical challenges can often be resolved with clear training and resource allocation. Adaptive challenges, however, require cultural shifts within the organization. By focusing on both types of challenges, the framework supports sustainable change and continuous improvement.

While the NIRN Implementation Framework provides a structured approach to scaling and sustaining evidence-based practices, successful implementation requires navigating both technical and adaptive challenges. These challenges can impact the effectiveness of new initiatives, influencing how well innovations are adopted and sustained within an organization. Addressing these barriers is essential for ensuring that evidence-based literacy practices are implemented with fidelity and lead to meaningful improvements in student outcomes. The following section explores the distinction between technical and adaptive challenges, highlighting how organizations must approach each to ensure successful and sustainable implementation.

Technical and Adaptive Challenges

Fullan (2016) distinguishes between Technical and Adaptive challenges in the implementation process. Technical challenges involve the straightforward application of knowledge and skills to implement specific practices or innovations. These challenges are typically easier to identify and address through structured professional development, targeted training, and the allocation of necessary resources. For example, implementing a new curriculum may require specific teacher training, the provision of instructional materials, and the establishment of clear guidelines for instructional delivery. These challenges can often be resolved through systematic planning, well-defined processes, and logistical supports that ensure consistency across educational settings.

In contrast, Adaptive challenges require deeper changes in an organization's mindset, culture, and behavior. Unlike technical challenges, adaptive challenges involve shifts in beliefs, values, and relationships among stakeholders, which demand collaborative engagement and reflection. For example, fostering a culture of continuous improvement among staff members may require changes in leadership practices, communication strategies, and the overall organizational climate. These challenges are complex because they often involve resistance to change and require individuals and organizations to rethink long-held assumptions and behaviors. Addressing adaptive challenges demands ongoing dialogue, the development of shared understanding, and a willingness to embrace uncertainty and experimentation.

Recognizing and addressing both Technical and Adaptive challenges is essential for organizations striving to implement evidence-based practices effectively. A sole focus on technical solutions often leads to surface-level changes that fail to produce sustainable improvement over time. Conversely, neglecting technical challenges can result in the absence of necessary skills, resources, and infrastructure to support implementation. A dual focus ensures that both the tangible elements of implementation—such as training and resources—and the intangible factors—such as organizational culture and leadership—are adequately addressed. By creating an environment that supports both technical execution and adaptive change, organizations can promote meaningful, sustained improvement in their implementation efforts. In the context of educational systems, balancing technical and adaptive strategies strengthens the effectiveness of implementation. For instance, while providing professional development addresses technical needs, fostering collaborative leadership structures supports adaptive change. This comprehensive approach ensures that the necessary infrastructure for implementation is in place while also promoting the cultural shifts needed for continuous growth and improvement. Ultimately, successful implementation relies on addressing both types of challenges to achieve meaningful and lasting outcomes for educators, students, and other stakeholders.

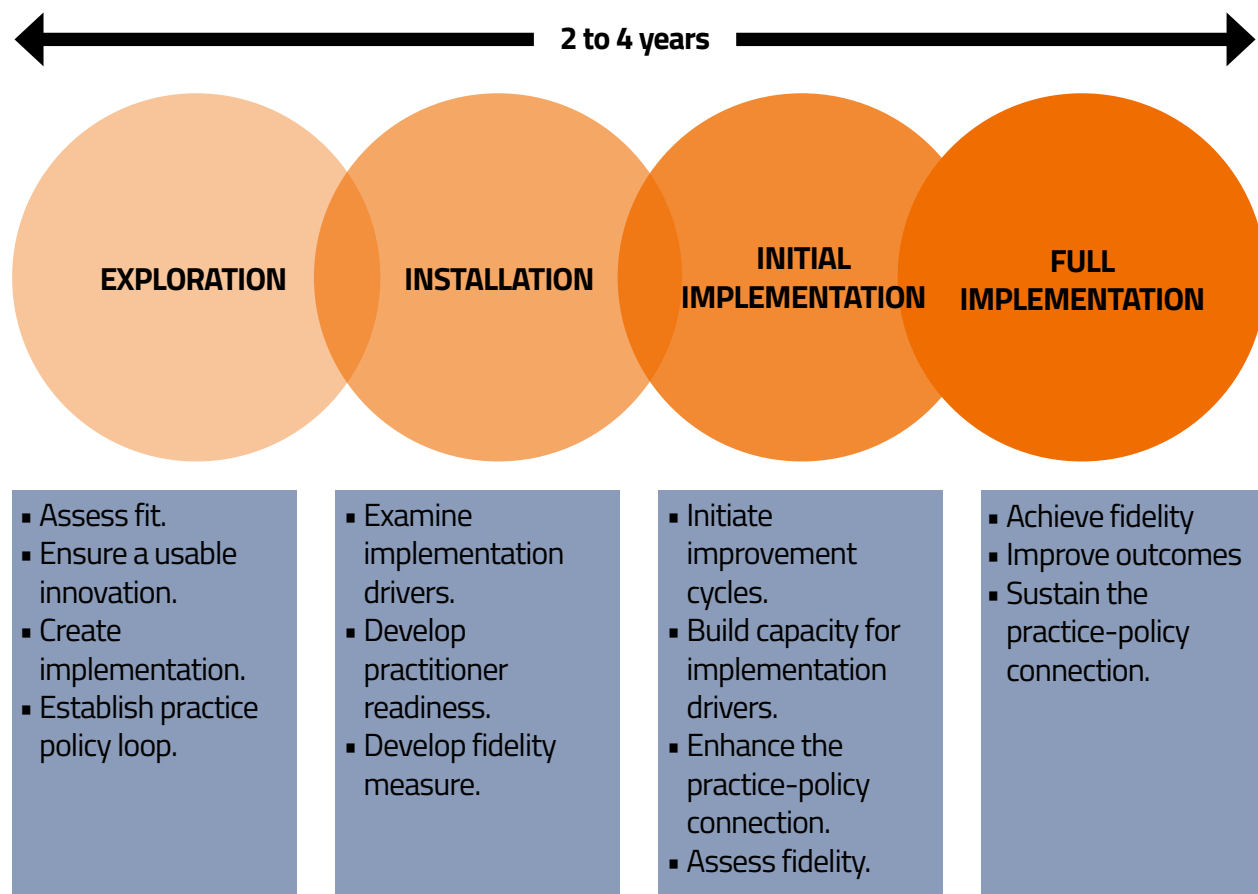
Successfully addressing both technical and adaptive challenges requires a structured and intentional approach to implementation. Without a clear process, organizations may struggle to maintain fidelity to evidence-based practices or fail to build the necessary capacity for sustainable change. The NIRN Implementation Framework provides a staged approach to guide organizations through this process, ensuring that new practices are introduced systematically and refined over time. By progressing through key phases—exploration, installation, initial implementation, and full implementation—educators and administrators can anticipate challenges, make necessary adjustments, and sustain long-term improvements. The following section outlines these stages and their role in promoting effective and sustainable implementation.

Implementation Stages

The framework outlines four key stages of implementation, each designed to ensure systematic and sustainable change.

- **Exploration:** This stage involves assessing community needs and identifying evidence-based practices that align with those needs (Fixsen et al., 2005). It is essential for building stakeholder buy-in and ensuring that the selected practices are relevant and appropriate for the specific context. During this phase, organizations assess readiness, gather input from stakeholders, and develop a shared understanding of implementation goals. This foundational step lays the groundwork for the successful adoption of practices by ensuring alignment with organizational priorities and community needs.
- **Installation:** At this stage, the necessary infrastructure for implementation is established (Fixsen et al., 2005). Key activities include training personnel, securing resources, and setting up data systems to monitor progress effectively. This stage also involves creating support structures such as leadership teams and coaching networks to ensure consistent guidance. The focus here is on preparing both the organizational environment and the staff responsible for implementing the new practices.
- **Initial Implementation:** Practices are introduced on a small scale, allowing for real-time feedback and adjustments (Fixsen et al., 2005). Early implementation efforts help identify potential barriers and areas requiring refinement. This stage also offers an opportunity for stakeholders to observe the impact of new practices, which can help strengthen buy-in. Continuous monitoring and iterative improvements ensure that the practices are refined before full-scale implementation begins.
- **Full Implementation:** Successful practices are scaled across the system to ensure consistency and sustainability in literacy initiatives (Fixsen et al., 2005). This phase involves embedding new practices into organizational routines and policies to ensure long-term sustainability. Ongoing training and performance assessments are maintained to reinforce high-quality practice delivery. As implementation becomes fully integrated, the focus shifts toward maintaining fidelity and adapting to evolving organizational needs.

Figure 1



Note. Adapted from the Implementation research: A synthesis of the literature (p. 15), by D. L. Fixsen, S. F. Naoom, K. A. Blase, R. M. Friedman, & F. Wallace, 2005, University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

This structured approach ensures that each stage builds upon the previous one, creating a cohesive pathway toward sustainable implementation. By systematically addressing readiness, capacity-building, and continuous improvement, the framework supports organizations in translating evidence-based practices into effective, scalable actions. Additionally, the emphasis on practice-policy connections ensures that implementation efforts remain adaptable and aligned with broader organizational goals. Ultimately, this framework offers a comprehensive roadmap for fostering long-term success and achieving meaningful outcomes in educational and organizational settings. To further support this process, the Active Implementation Formula guides organizations in effectively integrating evidence-based practices by focusing on essential drivers and continuous improvement cycles (Fixsen et al., 2005).

While a structured implementation process provides a roadmap for scaling evidence-based practices, successful and sustained change also depends on ensuring that key components of implementation interact effectively. The Active Implementation Formula, developed by the NIRN, expands on this approach by emphasizing the essential conditions necessary for successful implementation. This formula highlights the importance of integrating effective practices, strong implementation strategies, and supportive environments

to create lasting improvements. Without an intentional focus on these interconnected elements, even well-researched strategies may struggle to achieve their intended impact. The following section explores how the Active Implementation Formula strengthens the WLLP's commitment to evidence-based literacy reform.

The Active Implementation Formula

Sustainable literacy improvement requires more than identifying best practices; it demands a structured approach that ensures these practices are effectively adopted and maintained over time. The Active Implementation Formula, developed by the NIRN, provides a framework for achieving this by emphasizing the interaction of three critical components: Effective Practices, Effective Implementation, and Enabling Contexts (NIRN, n.d.). Together, these elements create the conditions necessary for Wyoming's educators, schools, and districts to implement evidence-based literacy practices successfully. Without an intentional focus on all three components, even the most research-supported strategies may fail to produce meaningful improvements in student outcomes. The WLLP incorporates this framework to ensure a comprehensive, research-driven approach to literacy reform.

Figure 2



Note. Active Implementation Formula. This formula illustrates the relationship between effective practices, effective implementation, and enabling contexts, which together lead to improved outcomes. Adapted from the National Implementation Research Network. (n.d.). Implementation Science Hub. University of North Carolina at Chapel Hill, FPG Child Development Institute. <https://nirn.fpg.unc.edu/>

Among the three critical components of the Active Implementation Formula, Effective Practices serve as the foundation for improving literacy outcomes. Without clearly defined, research-based instructional methods, even the most well-supported implementation efforts may fail to produce meaningful change. Ensuring that instructional strategies align with the science of reading and are trainable, measurable, and replicable is essential for maintaining consistency and fidelity across educational settings. The following section explores the characteristics of Effective Practices within the WLLP, emphasizing how structured, explicit literacy instruction provides the basis for sustainable improvement.

Effective Practices: A Strong Foundation for Literacy Instruction

The success of any literacy initiative begins with the use of evidence-based instructional practices that are clearly defined, teachable, and measurable. In the context of the WLLP, effective practices align with the science of reading and emphasize structured, explicit instruction in foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These practices must be well-documented and operationalized to ensure they can be implemented consistently across different grade levels and instructional settings. For an instructional method to be considered effective, it must meet specific criteria: clarity, trainability, and measurability (Fixsen et al., 2005). Ensuring all literacy practices align with these criteria allows Wyoming to establish a foundation that supports long-term student success.

To be successfully implemented, effective literacy practices must be explicitly defined so that educators can apply them with fidelity. Instructional methods should be teachable through high-quality professional development and coaching that builds educators' capacity for effective implementation. Additionally, measurable outcomes must be established to ensure that instructional approaches can be evaluated and continuously improved. Without these essential components, evidence-based literacy strategies may not produce their intended impact in classrooms. The WLLP prioritizes instructional practices that meet these rigorous standards to support consistent and sustainable improvements in literacy outcomes.

While identifying and defining effective literacy practices is essential, their impact depends on how well they are implemented in real-world classroom settings. Without a structured approach to ensure fidelity, professional development, and ongoing refinement, even the most research-backed instructional methods may fail to produce consistent results. Successful implementation requires clear guidance, systematic support, and continuous monitoring to ensure that literacy strategies are effectively integrated into instructional routines. By embedding evidence-based practices within a structured implementation process, the WLLP ensures that instructional methods are not only adopted but sustained over time. The following section explores how Effective Implementation bridges the gap between research and practice, ensuring that literacy initiatives move beyond theory to action.

Effective Implementation: Moving Beyond Theory to Action

Identifying and selecting high-quality instructional practices is only the first step; without effective implementation, even the strongest evidence-based strategies will not produce sustained improvements in student learning. The WLLP incorporates a structured implementation process that ensures literacy strategies are adopted with fidelity, continuously refined, and sustained over time (NIRN, n.d.). This process follows the Implementation Stages Model, which includes four key stages: Exploration, Installation, Initial Implementation, and Full Implementation (Fixsen et al., 2005). These stages provide a roadmap for systematically integrating new literacy practices into Wyoming's educational system. Each stage requires careful planning, monitoring, and data-driven decision-making to ensure successful implementation.

The Exploration Stage focuses on identifying the specific needs of educators and students, selecting appropriate evidence-based practices, and securing stakeholder commitment. During the Installation Stage, educators receive training, districts develop infrastructure to support new practices, and coaching systems are put in place to ensure readiness. The Initial Implementation Stage involves small-scale implementation with close monitoring, allowing for adjustments based on data and feedback. Finally, in the Full Implementation Stage, literacy practices become fully integrated into instructional systems, with ongoing professional learning and leadership support ensuring sustainability. By following these stages, the WLLP ensures that all literacy initiatives are effectively embedded into Wyoming's educational landscape.

To further support implementation, the WLLP integrates Implementation Drivers, which include Competency Drivers, Organizational Drivers, and Leadership Drivers (NIRN, n.d.). Competency Drivers focus on ensuring that educators receive the training, coaching, and feedback necessary to implement literacy strategies effectively. Organizational Drivers address systemic supports, such as policy alignment, resource allocation, and structural changes that facilitate long-term success. Leadership Drivers emphasize the role of school and district leaders in guiding the implementation process, promoting accountability, and fostering a culture of continuous improvement. These drivers work together to create an environment where high-quality literacy instruction is not only introduced but sustained over time.

The WLLP also employs Implementation Teams and Improvement Cycles to support continuous refinement and problem-solving throughout the implementation process. Implementation Teams operate at the state, district, and school levels to provide guidance, monitor progress, and troubleshoot challenges as they arise. Improvement Cycles, such as the Plan-Do-Study-Act (PDSA) model, help ensure that implementation remains responsive, allowing for iterative adjustments based on data and feedback (Blase & Fixsen, 2013). Through this structured approach, the WLLP ensures that implementation is not a one-time event but an ongoing process that adapts to the needs of students and educators.

While effective implementation ensures that literacy strategies are adopted, refined, and sustained, long-term success depends on the presence of enabling contexts that support these efforts. Without a strong organizational foundation, implementation efforts may falter, lacking the stability and policy alignment necessary for lasting impact. Enabling contexts encompass the policy structures, leadership support, and cultural conditions that allow literacy initiatives to thrive beyond initial adoption. By fostering a system-wide commitment to literacy improvement, these contexts create the conditions for sustained instructional excellence and continuous growth. The following section explores how enabling contexts reinforce effective implementation, ensuring that literacy initiatives remain impactful over time.

Enabling Contexts: Creating the Conditions for Sustainable Change

Even with effective practices and strong implementation strategies, sustainable literacy improvement depends on the presence of enabling contexts that support long-term success. Enabling contexts refer to the organizational, policy, and cultural conditions that create the foundation for successful implementation and scale-up (Blase & Fixsen, 2013). Without these systemic supports, literacy efforts may lack the stability needed for lasting impact. The WLLP prioritizes the development of strong enabling contexts to ensure that literacy initiatives are sustained beyond initial implementation efforts.

One key aspect of enabling contexts is strong leadership commitment, which ensures that literacy remains a priority at all levels of the educational system. School and district leaders must actively support literacy initiatives, advocate for necessary resources, and maintain a focus on continuous improvement. Another essential element is policy alignment, ensuring that state and district policies provide the necessary infrastructure for literacy initiatives to thrive. Embedding literacy within broader policy frameworks guarantees that efforts are not isolated initiatives but part of a comprehensive, long-term strategy.

Resource allocation is another critical component of enabling contexts, as sustained funding and support are necessary for professional learning, instructional materials, and coaching. Without adequate resources, even the most well-designed literacy plans may struggle to reach full implementation. Stakeholder engagement also plays a vital role, as caregivers, community organizations, and higher education partners contribute to a broader network of literacy support. By fostering these enabling conditions, the WLLP ensures that its literacy initiatives are not only well-implemented but also sustained over time.

A strong enabling context also promotes a culture of continuous improvement, where educators and stakeholders actively use data to assess the effectiveness of literacy initiatives and make informed adjustments. The WLLP supports the development of systems that facilitate data collection, analysis, and application, ensuring that literacy instruction remains responsive to student needs. By embedding a commitment to ongoing evaluation within the literacy plan, Wyoming can ensure that improvements in literacy outcomes are not temporary but instead part of a long-term strategy for educational excellence.

The Active Implementation Formula provides the structural foundation for the WLLP, ensuring that evidence-based literacy practices are not only implemented but sustained over time. The interaction of Effective Practices, Effective Implementation, and Enabling Contexts creates a system where educators have the knowledge, tools, and support they need to drive measurable improvements in student literacy outcomes. Without attention to all three components, literacy efforts risk being fragmented or unsustainable. The WLLP integrates these elements to provide a research-based, system-wide approach to literacy improvement.

By applying this framework, Wyoming is positioning itself as a leader in systemic, evidence-driven literacy reform that prioritizes sustainable, long-term impact. The WLLP is not just a plan—it is a structured, data-informed approach to building literacy capacity across the state. Through a focus on effective instructional practices, structured implementation processes, and strong enabling contexts, the WLLP ensures that Wyoming's students have access to the highest quality literacy instruction. This evidence-based approach will drive measurable improvements in student outcomes, creating a foundation for long-term educational success (Fixsen et al., 2005; Blase & Fixsen, 2013).

While enabling contexts provide the structural foundation for sustaining literacy initiatives, successful implementation also requires a clear, research-based framework that ensures alignment between instructional practices, organizational support, and continuous improvement. The NIRN Implementation Framework and the Active Implementation Formula work in tandem to guide literacy reform efforts, ensuring that evidence-based practices are effectively implemented, monitored, and refined. By integrating these frameworks, the WLLP establishes a cohesive, data-informed approach to scaling literacy initiatives across Wyoming's schools. The following section explores how these frameworks reinforce one another, creating a dynamic, sustainable system for literacy improvement.

Integrating the NIRN Framework with the Active Implementation Formula

The connection between the NIRN Implementation Framework and the Active Implementation Formula lies in their shared focus on achieving measurable improvements in literacy outcomes through structured implementation processes. The Active Implementation Formula expands upon the NIRN framework by integrating its key components into a model that highlights the relationships between effective practices, implementation processes, and enabling contexts (NIRN, n.d.). Both frameworks prioritize ensuring that evidence-based practices are executed effectively within supportive environments to maximize their impact on student achievement. Additionally, they emphasize Improvement Cycles, reinforcing the importance of continuous feedback, refinement, and adaptation to ensure that implementation efforts remain relevant and effective (Fixsen et al., 2005). The WLLP leverages these frameworks to establish a dynamic and responsive literacy infrastructure that systematically improves literacy instruction across Wyoming's schools.

The NIRN Implementation Framework provides the foundational structure for effective implementation by outlining the essential components required for successful adoption, scaling, and sustainability of literacy practices. At the same time, the Active Implementation Formula synthesizes these components into an actionable model that illustrates how they interact to produce meaningful outcomes. This approach ensures that implementation efforts are systematic, research-based, and adaptable, allowing Wyoming's districts and schools to tailor their strategies based on local needs while maintaining fidelity to evidence-based practices. Both frameworks work together to create an integrated system of professional learning, coaching, and evaluation that drives sustained improvements in literacy outcomes. By embedding these principles into the WLLP, the state ensures that its literacy initiatives are both effective and sustainable in the long term.

While the integration of the NIRN Implementation Framework and the Active Implementation Formula ensures a structured and research-based approach to literacy reform, the success of these efforts depends on a commitment to continuous improvement. Even the most well-planned implementation strategies must be regularly assessed and refined to remain effective in evolving educational contexts. By embedding structured improvement cycles into the WLLP, Wyoming ensures that literacy initiatives are not static but continuously optimized based on data, stakeholder feedback, and changing student needs. The following section explores how PDSA cycles provide a systematic approach to ongoing evaluation and refinement, ensuring that literacy instruction continues to drive measurable, long-term improvements.

The Role of Continuous Improvement in Implementation

Achieving sustained improvement in literacy instruction requires more than initial implementation; it demands a structured approach to ongoing evaluation and refinement. The NIRN Implementation Framework and the Active Implementation Formula provide the necessary foundation for understanding the key elements of effective implementation, including fidelity to evidence-based practices, the role of implementation drivers, and the stages of implementation (Fixsen et al., 2005). However, to fully maximize the impact of these frameworks, Wyoming's literacy initiatives must incorporate structured methods for continuous improvement to ensure effectiveness over time. The WLLP achieves this by integrating PDSA cycles, which offer an iterative process for evaluating, refining, and scaling evidence-based literacy practices.

PDSA cycles provide a structured and research-driven mechanism for continuous learning, ensuring that instructional strategies and system-level supports remain responsive to emerging challenges and new insights. These cycles guide Wyoming's districts and schools in systematically testing changes, assessing their impact, and refining implementation strategies based on real-time data and feedback. Through this structured approach, Wyoming ensures that literacy practices are not only effectively adopted but also continuously improved based on student outcomes and educator feedback. By embedding PDSA cycles into the WLLP, Wyoming fosters a culture of evidence-based decision-making, where literacy initiatives evolve in response to real-world needs. The transition from one-time implementation efforts to a continuous improvement strategy ensures that literacy practices remain relevant, adaptable, and impactful over time.

Statewide implementation frameworks establish the foundation for continuous literacy improvement, but lasting success depends on how effectively strategies are applied at the district level. LEAs serve as the bridge between policy and practice, ensuring that evidence-based literacy initiatives are implemented with fidelity while allowing for necessary adaptations based on local needs. By integrating PDSA cycles into district-level literacy initiatives, LEAs create a structured process for analyzing data, refining instructional practices, and sustaining professional learning efforts. These cycles enable districts to make informed adjustments that align with both statewide goals and the specific challenges faced by local schools. The following section examines how LEAs leverage continuous improvement strategies to enhance literacy instruction and promote long-term success.

LEA Implementation Strategies and Continuous Improvement Cycles

At the Local Education Agency (LEA) level, implementation teams play a pivotal role in ensuring continuous improvement through structured implementation strategies. By embedding PDSA cycles into district-level literacy initiatives, Wyoming's LEAs create a systematic process for refining instructional practices,

professional learning structures, and intervention strategies. This ensures that implementation remains aligned with evidence-based practices while allowing for localized adaptations that meet the diverse needs of Wyoming's students and educators. Districts leverage PDSA cycles to analyze literacy data, adjust instructional approaches, and sustain effective practices through ongoing collaboration and professional learning. This structured approach reinforces Wyoming's commitment to data-driven decision-making at every level of the education system.

LEAs use PDSA cycles to monitor implementation fidelity, assess student progress, and adjust strategies based on real-time data. By systematically testing small-scale changes before full implementation, districts can identify challenges early and make necessary adjustments to improve effectiveness. This approach also enhances educator capacity by fostering a culture of continuous learning and reflective practice, ensuring that teachers and instructional leaders are actively engaged in evaluating and refining their approaches. The WLLP supports this continuous improvement process by providing implementation teams with data-driven tools, coaching supports, and professional learning opportunities. These strategies empower districts to take ownership of their literacy initiatives, fostering long-term sustainability and growth.

To ensure continuous refinement and effectiveness in literacy implementation, Wyoming's districts rely on the PDSA cycle as a foundational tool for assessing progress and making data-informed adjustments. While LEAs apply PDSA cycles to monitor fidelity, assess student outcomes, and refine instructional practices, understanding the structured nature of the PDSA model provides insight into how it drives sustainable improvement. The following section explores how PDSA cycles function within the Active Implementation Formula and the NIRN Implementation Framework, ensuring that Wyoming's literacy initiatives are systematically evaluated, scaled, and continuously improved.

Plan-Do-Study-Act

The PDSA cycle serves as a structured, research-driven approach to continuous improvement, ensuring that educational practices remain dynamic, data-informed, and responsive to student needs. PDSA cycles are essential for systematic assessment and refinement, helping organizations implement, evaluate, and scale evidence-based practices within the Active Implementation Formula and the NIRN Implementation Framework (Fixsen et al., 2005; NIRN, 2021). These cycles provide a structured approach to assessing processes and outcomes, fostering innovation and collaboration across all levels of the education system. By embedding PDSA cycles into the WLLP, the state ensures that its literacy initiatives are not only effectively implemented but also continuously adapted and refined based on real-world feedback and data.

Improvement cycles like PDSA are particularly crucial in education, where instructional needs, student performance data, and implementation challenges are constantly evolving (Bryk et al., 2015). The iterative nature of PDSA cycles allows educators and implementation teams to test changes, analyze results, and dynamically adjust strategies, ensuring that literacy practices remain aligned with evidence-based research and effective classroom instruction. By minimizing risks through careful analysis and strategic adjustments, Wyoming's schools and districts can maintain high-quality literacy instruction that continuously improves over time (Fixsen et al., 2019). Additionally, these cycles promote accountability and transparency by providing measurable benchmarks, allowing schools to track their progress and make data-driven decisions that inform future implementation efforts (Bryk et al., 2015).

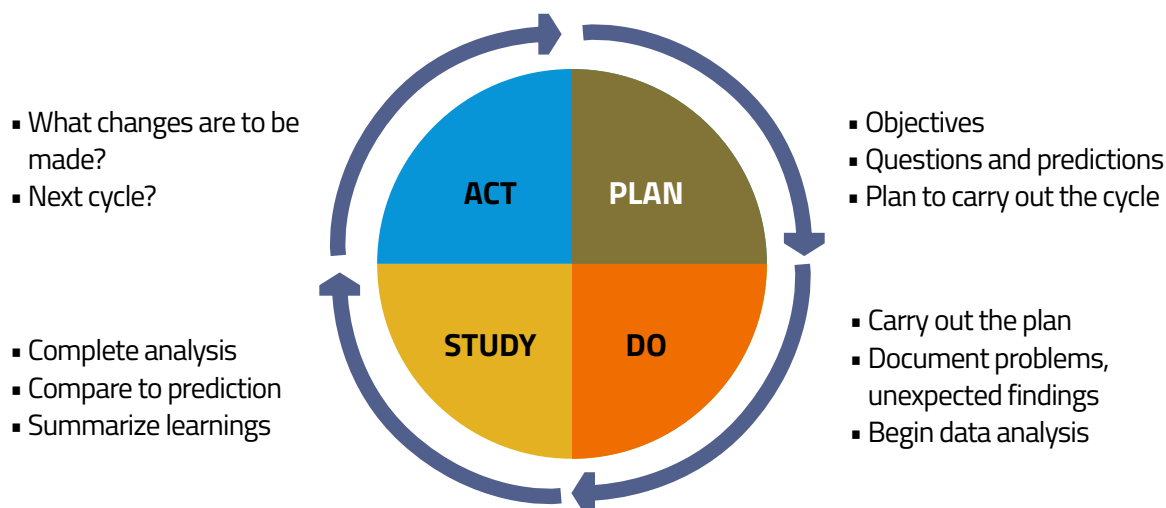
Embedding PDSA cycles into an organization's improvement strategy strengthens the quality of educational practices while also empowering educators and stakeholders (Metz et al., 2016). By actively engaging in this

reflective and iterative process, teams can identify challenges, implement targeted interventions, and evaluate their effectiveness based on data and educator feedback. This structured approach fosters a sense of ownership and investment among educators, motivating them to actively contribute to the success of literacy initiatives (Bryk et al., 2015). The consistent application of PDSA cycles leads to transformative changes in instructional practices, positively impacting student literacy outcomes and overall academic achievement (Fixsen et al., 2019). The process reinforces a statewide commitment to continuous improvement and innovation within Wyoming's literacy framework, ensuring that all efforts remain sustainable, scalable, and aligned with research-based best practices.

The PDSA framework consists of four key phases, each playing a critical role in refining and scaling effective literacy practices (Fixsen et al., 2019; NIRN, 2021). These four phases—Plan, Do, Study, and Act—ensure that literacy interventions are systematically evaluated, adjusted, and improved based on evidence.

1. **Plan:** Teams define the desired change, identify necessary data, and establish clear goals for the intervention. This phase ensures that the implementation process is grounded in measurable objectives and informed by a well-developed action plan (Fixsen et al., 2005). Wyoming's approach emphasizes data-driven planning, where district and school literacy teams analyze student performance metrics, instructional gaps, and educator feedback to ensure that all proposed changes align with evidence-based best practices.
2. **Do:** Small-scale testing of the intervention is conducted, with appropriate training, coaching, and professional learning provided to those involved in implementation (Bryk et al., 2015). This phase allows for controlled experimentation, minimizing risks while facilitating initial adjustments based on real-world challenges. Wyoming's literacy implementation teams support schools during this phase by providing structured professional development, monitoring fidelity, and ensuring that educators receive ongoing guidance as they begin implementing new strategies.
3. **Study:** The effectiveness of the intervention is evaluated using robust data systems that provide timely and actionable feedback (NIRN, 2021). In this phase, teams analyze student achievement data, teacher reflections, and fidelity measures to determine whether the changes are achieving the intended outcomes. Wyoming's continuous improvement model ensures that implementation decisions are based on objective evidence, allowing for refinement and adaptation as necessary. Schools and districts use this phase to identify successes, uncover barriers, and make informed adjustments that enhance literacy instruction.
4. **Act:** Insights gathered from the Study phase are applied to refine, scale, or modify the intervention as needed (Fixsen et al., 2019). This phase ensures that effective practices are expanded statewide, while interventions requiring improvement are revisited and adjusted for further testing and refinement. Wyoming's implementation teams guide this process by providing technical assistance, professional development, and additional coaching to ensure that successful literacy strategies are sustained and embedded into long-term educational policies.

Figure 3



Note. The PDSA cycle illustrates a continuous improvement process consisting of four stages: Plan, Do, Study, and Act. Adapted from Implementation Science Hub by the National Implementation Research Network (NIRN, 2021), University of North Carolina at Chapel Hill, FPG Child Development Institute.

<https://nirn.fpg.unc.edu/>

By integrating PDSA cycles within the WLLP, Wyoming ensures that literacy interventions do not remain static but instead evolve based on student needs, educator input, and real-world challenges. These cycles establish a systematic process for iterative learning, refinement, and scaling, reinforcing the state's commitment to high-quality, research-based literacy instruction. The Active Implementation Formula, in combination with the NIRN Implementation Framework and continuous improvement strategies, ensures that Wyoming's literacy initiatives remain structured, data-driven, and sustainable over time (Fixsen et al., 2019).

While PDSA cycles provide the framework for continuous improvement, their effectiveness depends on strategic implementation and sustained support at multiple levels. Implementation teams serve as the driving force behind these efforts, ensuring that literacy initiatives are not only executed with fidelity but also refined over time based on real-world data and educator feedback. These teams bridge statewide policies and local classroom practices, supporting districts and schools in navigating the complexities of continuous improvement. By systematically monitoring progress, addressing challenges, and providing targeted technical assistance, implementation teams reinforce Wyoming's commitment to adaptive, evidence-based literacy instruction. The following section explores the essential role these teams play in maintaining the integrity and effectiveness of the WLLP's improvement strategies.

The Role of Implementation Teams in Continuous Improvement

To effectively integrate PDSA cycles into Wyoming's literacy infrastructure, implementation teams at both the WDE and LEA levels play a critical role in systematically evaluating and refining literacy initiatives (Metz et al., 2016). These teams serve as the backbone of implementation efforts, ensuring that literacy practices are not only adopted with fidelity but also continuously refined to maximize their impact on student outcomes. Through ongoing monitoring, problem-solving, and targeted technical assistance, implementation teams create an adaptive support structure that fosters continuous learning and instructional improvement. Their

role extends beyond oversight; they act as facilitators of change, ensuring that implementation is responsive, data-driven, and aligned with research-based best practices.

At the WDE level, state implementation teams work closely with district leaders, literacy coaches, and educators to standardize and scale best practices while allowing for regional flexibility. These teams oversee statewide professional learning efforts, ensuring that educators have access to high-quality training, coaching, and implementation resources that promote the science of reading. They analyze cross-district implementation data, using key performance indicators to identify trends, assess effectiveness, and make data-informed decisions to support districts in refining literacy instruction. Additionally, state teams provide policy guidance and resource allocation recommendations that sustain literacy initiatives over time. Their leadership ensures that Wyoming's literacy framework remains cohesive and strategically aligned with state priorities, preventing fragmentation in implementation efforts while maintaining the flexibility needed for local adaptation.

At the LEA level, district and school-based implementation teams ensure that PDSA cycles are embedded within local literacy efforts, creating a data-informed approach to instructional decision-making. These teams support educators in refining their instructional methods, ensuring that literacy interventions are implemented with fidelity and adjusted as necessary based on ongoing assessment and feedback. They facilitate collaborative Professional Learning Communities (PLCs), where educators can analyze data, share best practices, and troubleshoot implementation challenges in real time. Furthermore, these teams are responsible for engaging stakeholders—families, caregivers, and community partners—to reinforce literacy initiatives beyond the classroom. By fostering a culture of shared responsibility and engagement, LEA teams ensure that literacy interventions are not only school-driven but also community-supported.

By embedding PDSA cycles into Wyoming's literacy infrastructure, the state ensures that continuous improvement is not an isolated effort but a foundational principle of all literacy initiatives. These cycles create a structured yet flexible approach to instructional refinement, allowing for ongoing adjustments, iterative learning, and system-wide capacity building. Implementation teams play a pivotal role in maintaining this momentum, ensuring that literacy instruction remains dynamic, responsive to student needs, and aligned with the latest research. Through structured implementation, rigorous evaluation, and adaptive learning, the WLLP establishes a sustainable and scalable framework for improving literacy instruction statewide. This approach positions Wyoming as a leader in evidence-based literacy reform, demonstrating how continuous improvement cycles can be effectively leveraged to create a literacy system that is both resilient and adaptable. By maintaining a statewide commitment to implementation science and continuous learning, Wyoming ensures that every student benefits from high-quality, research-driven literacy instruction that evolves alongside educational needs and advancements.

While implementation teams at the WDE and LEA levels provide essential support for embedding continuous improvement practices, their success depends on a structured framework that ensures literacy initiatives are implemented with fidelity and adapted to meet emerging needs. The Active Implementation Formula serves as the foundation for this work, integrating effective practices, structured implementation processes, and enabling contexts to create a system that drives sustainable literacy improvement. By aligning their efforts with this formula, implementation teams can ensure that evidence-based literacy strategies are not only adopted but continuously refined, scaled, and sustained across Wyoming's schools. The following section explores how this formula strengthens the WLLP, reinforcing Wyoming's commitment to data-driven, research-based literacy instruction.

LEA Active Implementation Formula

The Active Implementation Formula provides a structured, evidence-based framework that ensures literacy initiatives are effectively implemented, sustained, and continuously refined at both the WDE and LEA levels. This formula emphasizes that for any educational initiative to be successful, it must focus on three interdependent components: Effective Practices, Effective Implementation, and Enabling Contexts (Fixsen et al., 2005). These components work together to create an integrated system where high-quality instructional strategies are implemented with fidelity, supported by the necessary structures, and sustained through ongoing refinement and adaptation. By embedding this framework into Wyoming’s Language and Literacy Plan (WLLP), the state ensures that literacy practices remain scalable, research-driven, and responsive to evolving educational needs.

The Active Implementation Formula is particularly relevant to WDE and LEA collaboration, as it establishes a clear division of responsibilities while fostering a shared commitment to improving student literacy outcomes. While WDE establish statewide priorities, provide technical assistance, and set the conditions for success, LEAs focus on localized implementation, ensuring that practices align with student needs (National Implementation Research Network [NIRN], 2021). This dual-level approach ensures that literacy initiatives are both evidence-based and adaptable, reinforcing Wyoming’s commitment to continuous improvement.

The Active Implementation Formula is structured around three core components that must be integrated for sustained success: Effective Practices, Effective Implementation, and Enabling Contexts. Each component plays a critical role in ensuring that literacy initiatives lead to meaningful, lasting improvements in instruction and student achievement (Fixsen et al., 2019). The following table outlines how these components function at both the WDE and LEA levels:

Table 1

COMPONENT	WYOMING DEPARTMENT OF EDUCATION ROLE	LOCAL EDUCATION AGENCY ROLE
Effective Practices	Establishes and promotes statewide literacy expectations and identifies high-quality instructional materials.	Implements evidence-based instructional strategies tailored to student needs.
Effective Implementation	Provides coaching, training, and technical assistance to LEAs.	Ensures teachers receive training and support for evidence-based instruction.
Enabling Contexts	Aligns state policies, funding, and accountability systems to sustain literacy reform.	Establishes school-based literacy teams, schedules, and supports for effective implementation.

This framework ensures that LEAs receive structured support from the WDE while maintaining the flexibility to address local needs. This flexibility allows LEAs to tailor evidence-based practices to their specific contexts and student populations. By fostering collaboration between the WDE and LEAs, the framework promotes a shared commitment to continuous improvement. This partnership enables local agencies to adapt strategies based on real-time feedback and data while aligning with statewide goals and expectations. Ultimately, this dynamic collaboration enhances the effectiveness of literacy initiatives and empowers educators to implement practices that resonate with the unique needs of their communities.

Ensuring that literacy initiatives lead to lasting improvements requires a structured approach to monitoring progress and making data-driven refinements. The Active Implementation Formula provides the foundation for evidence-based literacy instruction, but without intentional processes for evaluating effectiveness and adjusting strategies, implementation efforts risk stagnation. To prevent this, the WDE and LEAs engage in continuous improvement cycles that allow for iterative learning and adaptation. These cycles create opportunities for ongoing reflection, ensuring that literacy interventions remain responsive to student needs and instructional priorities. The next section outlines how the WDE and LEAs use PDSA cycles to refine implementation strategies and sustain high-quality literacy instruction over time.

Improvement Cycles: The WDE and LEA Roles in System Refinement

To fully operationalize the Active Implementation Formula, both the WDE and LEAs must engage in structured improvement cycles to assess progress, refine practices, and ensure alignment with student learning needs and statewide literacy priorities (Fixsen et al., 2019). The PDSA cycle serves as a mechanism for continuous refinement, allowing teams to evaluate implementation effectiveness, identify challenges, and make data-driven improvements (Metz et al., 2016). By embedding PDSA cycles into the WLLP, the state ensures that improvement efforts remain systematic and iterative, fostering ongoing adjustments based on student data and educator feedback. This approach ensures that literacy interventions are not only adopted with fidelity but are continuously adapted to meet the evolving needs of students and educators. The structured use of improvement cycles promotes sustainability, scalability, and the long-term success of Wyoming's literacy initiatives.

At the WDE level, improvement cycles focus on statewide progress monitoring, cross-district data analysis, and resource allocation adjustments. The WDEs establish a PDSA framework to monitor progress, analyze district- and school-level data, and adjust literacy initiatives accordingly (NIRN, 2021). This process helps the WDE identify patterns and challenges in literacy outcomes, ensuring that policy decisions remain aligned with real-world educational demands. In response to district needs, the WDE provide targeted coaching, technical assistance, and intervention supports to districts requiring additional guidance (Fixsen et al., 2019). Additionally, state-level policies, resources, and funding structures are refined based on feedback from LEAs and student performance data (Metz et al., 2016). These structured statewide improvement cycles ensure that literacy policies remain adaptive, responsive, and research-driven to support local implementation.

At the LEA level, improvement cycles operate within classrooms, schools, and districts, ensuring that literacy instruction remains relevant, responsive, and informed by student learning trends. LEAs use formative and summative data to assess the effectiveness of literacy instruction, ensuring that instructional decisions are driven by student performance and classroom-based evidence (Bryk et al., 2015). Schools implement PDSA cycles within PLCs, using these structured feedback loops to enhance instructional strategies, facilitate collaborative reflection, and refine intervention models. By consistently evaluating student outcomes, gathering educator feedback, and monitoring implementation fidelity, districts can adjust curriculum pacing,

intervention models, and professional development priorities to maximize instructional impact (Metz et al., 2016). Additionally, LEAs facilitate structured feedback loops between educators, instructional leaders, and families, ensuring that all stakeholders contribute to literacy improvement efforts.

Table 2

ROLE	RESPONSIBILITIES
WDE Role in Improvement Cycles	<ul style="list-style-type: none"> ▪ Establishing a statewide Plan-Do-Study-Act (PDSA) framework to monitor progress and adjust literacy initiatives. ▪ Analyzing district- and school-level data to identify patterns and challenges in literacy outcomes. ▪ Offering targeted intervention support to districts needing additional coaching and resources. ▪ Refining state-level policies, resources, and funding based on LEA feedback and outcome data.
LEA Role in Improvement Cycles	<ul style="list-style-type: none"> ▪ Using formative and summative data to assess literacy instruction effectiveness. ▪ Implementing PDSA cycles in professional learning communities (PLCs) to improve instructional strategies. ▪ Providing structured feedback loops between educators, instructional leaders, and families. ▪ Adjusting curriculum pacing, intervention models, and professional learning priorities based on continuous evaluation.

The WDE-LEA improvement structure ensures that system-level policies and school-based practices remain aligned, flexible, and responsive to student needs. The collaboration between the WDE and LEAs promotes shared accountability, data-driven decision-making, and a culture of continuous learning, reinforcing Wyoming’s commitment to scaling and sustaining evidence-based literacy instruction (Fixsen et al., 2019). By maintaining a clear feedback loop between state and local education systems, this model ensures that districts receive structured support while maintaining the flexibility needed to tailor practices to their unique student populations. The use of PDSA cycles at both levels fosters a shared commitment to instructional excellence, allowing for the consistent application of evidence-based literacy strategies across Wyoming’s schools.

Effective improvement cycles rely on coordinated support structures that facilitate implementation, monitor fidelity, and address challenges as they arise. To sustain literacy reforms across Wyoming, the WDE and LEA collaboration must be reinforced through dedicated teams that bridge policy and practice. Implementation teams play a vital role in ensuring that continuous improvement efforts remain aligned with evidence-based practices, providing the necessary oversight, coaching, and technical support. These teams function as a key link between state-level literacy priorities and district-level instructional strategies, enabling effective adaptation and scaling of best practices. The next section explores the role of implementation teams in supporting the WDE and LEA collaboration to strengthen Wyoming’s literacy initiatives.

Implementation Teams: Bridging the WDE and LEA Efforts

To ensure that the Active Implementation Formula and PDSA cycles function effectively, implementation teams play a critical role in coordinating efforts, troubleshooting challenges, and maintaining alignment with

both state and district priorities. These teams serve as the operational backbone of Wyoming’s literacy initiatives, ensuring that evidence-based practices are embedded, supported, and sustained (Metz et al., 2016). By facilitating communication between the WDE and LEAs, implementation teams provide guidance on best practices, professional development, and literacy intervention strategies. Their role extends beyond passive oversight; they actively engage in monitoring implementation fidelity, supporting professional learning, and addressing barriers that may hinder effective literacy instruction. By structuring coordinated support systems, these teams ensure that Wyoming’s literacy framework remains both scalable and sustainable.

Table 3

ROLE	RESPONSIBILITIES
WDE-Level Implementation Teams	<ul style="list-style-type: none"> ▪ Developing state literacy frameworks and tools to support LEAs. ▪ Establishing cross-agency collaborations to ensure statewide consistency. ▪ Providing state-level coaching and networking opportunities for literacy leaders.
LEA-Level Implementation Teams	<ul style="list-style-type: none"> ▪ Supporting teachers with coaching, modeling, and job-embedded professional development. ▪ Ensuring instructional fidelity and adaptation to local student needs. ▪ Aligning school-based resources, schedules, and policies to support effective literacy instruction.

At the WDE level, implementation teams develop state literacy frameworks, coordinate cross-agency collaborations, and provide coaching and networking opportunities for literacy leaders (Fixsen et al., 2005). These teams are responsible for developing statewide tools and resources, ensuring that LEAs receive structured guidance and technical assistance to implement literacy initiatives effectively. Additionally, the WDE-level teams analyze statewide data trends, identifying patterns of success and areas requiring intervention to inform future policy decisions. Through structured professional learning initiatives, these teams provide ongoing training for district and school literacy leaders, ensuring that Wyoming’s educators have access to the latest research-based practices. Their role in policy alignment and cross-sector collaboration ensures that state-level literacy goals are implemented consistently while allowing for district-level adaptation.

At the LEA level, district and school-based implementation teams focus on applying the state literacy framework within classrooms, ensuring that teachers receive targeted coaching, instructional support, and regular feedback (Metz et al., 2016). LEA teams play a direct role in helping educators translate literacy policies into effective classroom instruction, ensuring that interventions are implemented with fidelity while remaining adaptable to student needs. These teams facilitate ongoing professional development, instructional modeling, and job-embedded coaching, providing educators with real-time feedback to improve literacy instruction. Additionally, LEA implementation teams align school schedules, resources, and policy structures to create sufficient instructional time and support for literacy development. By establishing school-based literacy leadership teams, LEAs promote collaboration among administrators, educators, and interventionists, ensuring that instructional improvements are sustained over time.

This localized approach bridges the gap between state-level policy and practical classroom application, reinforcing Wyoming's commitment to a literacy system that is scalable, sustainable, and data-driven. While the WDE implementation teams focus on broad policy alignment and systemic supports, LEA teams ensure that these frameworks translate into effective classroom practices that directly impact student literacy growth. By ensuring alignment across all levels of implementation, these teams facilitate system-wide consistency while supporting district-level adaptability. Through collaborative problem-solving, professional learning, and continuous monitoring, implementation teams ensure that Wyoming's literacy initiatives remain strong, evolving, and centered on student success.

Effective implementation teams serve as the foundation for aligning state and local literacy efforts, ensuring that evidence-based practices are implemented with fidelity and adapted to meet district needs. However, to sustain and scale these initiatives over time, structured mechanisms for continuous refinement must be embedded within the literacy framework. Wyoming's approach integrates PDSA cycles to create a structured, iterative process for evaluating and improving literacy practices. By incorporating these continuous improvement cycles, the state strengthens its capacity to monitor effectiveness, refine strategies, and ensure that literacy instruction remains dynamic and responsive to student learning needs.

Embedding PDSA Cycles into Wyoming's Literacy Framework

By integrating PDSA cycles within the WLLP, Wyoming ensures that literacy initiatives function as evolving systems rather than static programs. These cycles establish a continuous improvement structure that allows interventions to be refined, expanded, and adapted based on student needs, educator input, and real-world implementation challenges. The iterative nature of PDSA cycles fosters a learning-driven approach, where districts, schools, and educators engage in ongoing evaluation and adjustment to maximize the effectiveness of literacy practices. Rather than implementing a fixed set of strategies, Wyoming's literacy framework ensures that evidence-based practices remain flexible and responsive, allowing for scalability and sustainability across diverse educational contexts.

PDSA cycles provide a structured, evidence-based process for refining and sustaining high-quality literacy instruction, ensuring that implementation efforts remain grounded in research, guided by data, and optimized based on continuous feedback. This approach strengthens Wyoming's commitment to high-impact literacy improvement, allowing the state to identify effective strategies, assess their scalability, and refine implementation efforts to support diverse student populations. By embedding data-driven decision-making within the literacy framework, Wyoming ensures that literacy practices are not only implemented with fidelity but also continuously adapted to reflect emerging research, assessment data, and educator insights. This continuous refinement process promotes instructional consistency while allowing for district-level flexibility to tailor approaches based on unique local needs.

The Active Implementation Formula, in combination with the NIRN Implementation Framework and continuous improvement strategies, provides the structural foundation for literacy reform in Wyoming. These frameworks work in tandem to ensure that implementation is systematic, data-driven, and aligned with best practices in the science of reading. The integration of these principles within the WLLP ensures that every educator, administrator, and district leader has access to the tools, resources, and professional learning necessary to sustain high-quality literacy instruction. Additionally, these cycles create a statewide system of accountability, ensuring that literacy interventions are consistently evaluated and refined to maintain alignment with student learning outcomes.

By embedding PDSA cycles into the WLLP, Wyoming is building a comprehensive literacy framework that supports long-term, sustainable improvement. The integration of continuous improvement strategies within the state's literacy infrastructure fosters a culture of innovation and collaboration, empowering educators to refine their instructional approaches and strengthen student outcomes over time. This statewide commitment to structured, research-based literacy improvement ensures that all Wyoming students receive high-quality instruction that prepares them for academic success and lifelong learning. Through strategic implementation, ongoing evaluation, and a commitment to adaptability, Wyoming's literacy framework becomes a model for effective, evidence-based educational reform.

The integration of PDSA cycles within the WLLP ensures that literacy improvement efforts remain dynamic, responsive, and data-driven. However, the success of these initiatives is ultimately measured by their alignment with the overarching goals and objectives of the WLLP. By embedding continuous improvement into every stage of implementation, Wyoming strengthens its ability to track progress, refine strategies, and uphold its commitment to evidence-based literacy instruction. The following section outlines how the WLLP's goals and objectives align with the NIRN Implementation Framework, ensuring that state and local efforts work cohesively to drive sustainable literacy outcomes.

WLLP Goals and Objectives within the NIRN Framework Chart

The WDE and LEAs are actively striving to enhance literacy outcomes across the state. The unique context of local control shapes the educational landscape, and the vital role of each district in implementing effective literacy practices tailored to community needs is recognized and honored.

The WLLP outlines clear expectations and supports that empower this important partnership. Key components include:

- Recommended timelines and steps for implementation.
- Professional development opportunities and resources provided by the WDE to the LEA.
- Levels of oversight for policy implementation required by statute to ensure fidelity and effectiveness.
- Responsibilities for data collection and reporting to track progress collaboratively.
- Strategies for incorporating continuous improvement into implementation processes.
- Technical assistance to support LEAs in implementing literacy initiatives.
- Cross-collaboration with national and regional experts to share best practices and enhance literacy strategies.

The goals and objectives of the WLLP, introduced in Component 2 and expanded upon in Component 5, are now seamlessly aligned with a phased implementation plan that follows the NIRN and Active Implementation Frameworks. This plan provides a recommended timeline, professional development opportunities, policy implementation guidelines, data collection and reporting mechanisms, technical assistance, cross-collaboration, and continuous improvement through a strong WDE-LEA partnership. By embedding these goals within the stages of implementation and utilizing Implementation Drivers and Improvement Cycles, the WLLP ensures a systematic, evidence-based approach to achieving transformative literacy outcomes.

As the WLLP establishes a structured implementation plan rooted in the NIRN and Active Implementation Frameworks, its success depends on a robust system of continuous improvement at the district and school levels. The alignment of goals with implementation phases ensures that evidence-based literacy practices are embedded systematically, but maintaining momentum requires an ongoing commitment to refining

instructional approaches and measuring progress. The following section details how LEAs engage in continuous improvement, leveraging structured evaluation processes to sustain and enhance literacy outcomes over time.

LEA Continuous Improvement Implementation

To effectively measure continuous improvement, it is essential to regularly evaluate and optimize processes, practices, and outcomes, ensuring that progress is sustained and enhanced over time. This involves systematically identifying areas for growth, implementing targeted strategies, and using data-driven methods to track advancements. Key steps in this process include setting clear objectives, utilizing performance metrics, and engaging in ongoing reflection and adjustment to maintain momentum and drive sustained success.

Table 4

STEP	ACTIONS	TOOLS & TECHNIQUES
1. Establish Clear Goals and Metrics	Define specific, measurable goals aligned with objectives. Identify key performance indicators (KPIs) to reflect areas for improvement.	Data dashboards for real-time tracking, action research for testing and refining practices.
2. Use Plan-Do-Study-Act (PDSA) Cycles	Plan: Identify a change or intervention. Do: Implement on a small scale. Study: Collect and analyze data. Act: Refine and scale strategies.	Implementation science frameworks, such as NIRN’s Active Implementation Frameworks.
3. Regular Data Collection	Gather quantitative (e.g., test scores) and qualitative (e.g., surveys, observations) data. Assess fidelity of implementation.	Data dashboards for visualization, fidelity measures for implementation accuracy.
4. Analyze and Compare Data Over Time	Conduct trend analysis and benchmarking to evaluate progress.	Action research for refining practices, data dashboards for visualizing long-term trends.

STEP	ACTIONS	TOOLS & TECHNIQUES
5. Feedback Loops	Engage stakeholders in providing feedback and reflecting on successes and challenges.	Reflective practices, implementation science frameworks for guiding continuous improvement.
6. Adjust and Adapt	Make iterative improvements based on data and feedback. Scale successful practices to broader contexts.	Action research for iterative testing, tools for scaling effective strategies.
7. Regular Reporting and Communication	Monitor and report progress consistently. Share results with stakeholders to build transparency and support.	Data dashboards for updates, structured reporting systems for communication.
8. Celebrate Successes	Recognize milestones to boost morale and encourage participation.	SMARTIE (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align with local contexts, public recognition of achievements.

Establishing a structured continuous improvement process is only effective when paired with clear, measurable goals that reflect local educational contexts. While statewide literacy priorities provide a cohesive framework, each district must define and implement SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align with their unique student populations, instructional needs, and resource availability. By embedding targeted, data-driven objectives within the continuous improvement cycle, LEAs can ensure that progress remains both systematic and adaptable to local conditions. The following section outlines how SMART goal-setting strengthens district-level accountability while reinforcing Wyoming’s broader commitment to equitable literacy outcomes.

SMART Goals Aligned with Local Contexts

To effectively support literacy improvement, the Wyoming Department of Education (WDE) encourages districts to adopt SMART goals tailored to local data and needs. This approach ensures that goals are actionable and realistic, contributing to both district and statewide progress. Districts should establish measurable goals that reflect their unique contexts while maintaining alignment with Wyoming’s shared vision for equitable literacy outcomes. This balance allows for local autonomy while still contributing to statewide objectives.

The first step in this process is to establish a baseline by identifying the current level of performance or capacity within the district. Metrics such as educator proficiency in evidence-based practices, student literacy

rates, and the availability of high-quality instructional materials provide a foundation for tracking progress. Once a baseline is established, districts can develop ambitious yet achievable annual targets that demonstrate steady progress toward long-term goals. These targets should account for local challenges while supporting significant literacy improvements.

Planning for multi-year growth is also essential, which involves calculating cumulative progress over time. For example, starting with a baseline of 50%, incremental annual improvements of 10%, 12%, 15%, 20%, and 25% would result in a cumulative goal of 82% by Year 5. Regularly reviewing and refining these goals is crucial; conducting assessments to gather feedback allows for necessary adjustments. If performance exceeds expectations, districts should set more ambitious targets, while slower progress may require revising targets to remain realistic yet challenging. This iterative process ensures that goals remain dynamic and responsive to changing needs.

By implementing these steps, districts can create sustainable literacy improvement pathways that respect their local contexts while contributing to Wyoming's overarching vision. This approach emphasizes data-driven decision-making, adaptability, and a unified commitment to progress, ensuring that all Wyoming students receive the support they need to succeed.

Setting SMART goals is just the first step in ensuring continuous literacy improvement. To translate these goals into measurable progress, strong collaboration between LEAs and the WDE is essential. While LEAs drive localized implementation based on student needs and district priorities, the WDE provides the necessary infrastructure, resources, and guidance to maintain alignment with statewide literacy objectives. This partnership ensures that data-driven strategies are effectively executed, monitored, and refined over time, reinforcing a shared commitment to improving literacy outcomes across Wyoming.

LEA and WDE Partnership

The comprehensive implementation of Wyoming's literacy initiatives relies on a collaborative effort between state and local levels, ensuring that success is both achievable and sustainable. LEAs are encouraged to proactively examine the progress of literacy improvement actions, outputs, and strategy-aligned milestones at the local level. This reflective approach ensures that literacy initiatives are not only effectively implemented but also continuously evaluated to maintain their relevance and impact. By closely monitoring these elements, LEAs can make informed adjustments to their strategies, aligning them with the evolving needs of students and communities. This ongoing refinement process is essential for achieving the goals outlined in the WLLP and sustaining momentum across the state.

The WLLP serves as a guiding framework for statewide literacy efforts, emphasizing the importance of collaboration between state and local roles. By adopting a proactive stance in evaluating progress, LEAs contribute to a sharper focus on implementation and continuous improvement processes. This alignment of state and local efforts creates a shared responsibility for translating the WLLP's vision into meaningful outcomes.

Implementation involves translating the WLLP's strategies and guidelines into actionable steps at the state and local levels. The WDE leads this process by establishing benchmarks, ensuring district-wide alignment, and providing the necessary support and resources to LEAs. At the local level, LEAs tailor the plan to meet the specific needs of their schools and communities, ensuring that the strategies are effectively integrated into classrooms.

Continuous improvement builds on this foundation by emphasizing the importance of assessing and refining implementation efforts. The WDE gathers and analyzes statewide data to monitor progress toward literacy goals, identifying areas for additional support or adjustments. Meanwhile, LEAs focus on collecting and analyzing school-specific data, ensuring their strategies remain effective in addressing unique community needs.

This interdependent process of implementation and continuous improvement underscores the critical partnership between the WDE and LEAs. By working together, state and local agencies can ensure that literacy initiatives are both comprehensive and adaptable, creating a cohesive and unified approach to achieving Wyoming's literacy goals. This partnership serves as the cornerstone for aligning resources, strategies, and practices, fostering a shared commitment to advancing literacy outcomes for all students.

The success of this WDE-LEA partnership depends not only on collaboration but also on the state's ability to provide meaningful support that strengthens local implementation efforts. To ensure that districts have the necessary resources, training, and guidance, the WDE employs a range of targeted support strategies. These strategies are designed to build capacity, enhance instructional effectiveness, and sustain literacy improvements over time. By aligning these supports with the WLLP's objectives, the WDE ensures that LEAs can implement evidence-based literacy practices with fidelity while adapting them to their unique district contexts.

WDE Support Strategies

To effectively support Wyoming's LEAs in implementing the WLLP, the WDE employs several key strategies designed to foster alignment, build capacity, and ensure the successful execution of literacy initiatives. These strategies focus on establishing a strong foundation for collaboration, providing tailored resources and technical assistance, and consistently emphasizing evidence-based practices. By creating a clear framework and offering ongoing support, the WDE empowers LEAs to adapt the WLLP's objectives to their unique contexts while maintaining fidelity to the plan's overarching goals. This partnership-driven approach ensures that state and local efforts remain aligned, cohesive, and impactful in advancing Wyoming's literacy outcomes.

State Literacy Team

- The WDE's State Literacy Team oversees the implementation of the WLLP, oversees the implementation of state statutes, and provides strategic guidance, coordination, and leadership. The team collaborates with LEAs, supports data-driven decisions, and ensures alignment with evidence-based practices to enhance literacy outcomes statewide.

Engage LEAs Early

- The WDE actively involves LEAs during the development of the WLLP, ensuring that the unique needs of each district are considered. This early engagement helps create a plan that is both relevant and actionable at the local level.

Technical Assistance

- The WDE provides continuous technical assistance tailored to the needs of Wyoming's LEAs. This includes planning tools, professional development templates, and rubrics for literacy leadership. One-on-one coaching from WDE staff or expert literacy consultants supports administrators and educators in implementing the plan.

Continuous Improvement

- The WDE collaborates with LEAs on data-driven decision-making. Regular check-ins and feedback from educators ensure that the WLLP remains dynamic and responsive to changing needs. This process is critical for maintaining the effectiveness of literacy initiatives statewide.

Feedback Mechanisms

- The WDE prioritizes open communication with LEAs during WLLP implementation. By establishing channels for ongoing feedback, the WDE can address concerns and make necessary adjustments. This feedback loop builds trust and ensures the plan's long-term success.

MTSS State System of Supports

- The WDE supports LEAs in implementing a Multi-Tiered System of Supports (MTSS) to provide a framework for delivering differentiated instruction and interventions. This includes guidance, resources, and professional development on using MTSS to address district needs, improve literacy outcomes, and ensure equitable access to high-quality instruction.

Transformation Network

- The WDE fosters the development of a statewide Transformation Network to provide cross-agency and cross-sector collaboration. This network supports LEAs by sharing best practices, facilitating peer learning, and offering intensive support to underperforming systems. The goal is to drive systemic change and improve literacy outcomes through coordinated efforts and shared expertise.

While the WDE provides strategic guidance, technical assistance, and systemic supports to ensure the successful execution of the WLLP, meaningful and lasting literacy improvements occur at the local level. LEAs play a crucial role in operationalizing these strategies, ensuring that literacy initiatives are responsive to the unique needs of their schools and communities. By leveraging the WDE's resources and engaging in continuous improvement efforts, LEAs can tailor state literacy goals to align with district priorities while maintaining fidelity to evidence-based practices. This localized approach strengthens Wyoming's commitment to scalable, sustainable literacy reform that is both state-driven and community-centered.

Local-Level Continuous Improvement

The WDE works in partnership with LEAs, recognizing the importance of local autonomy while providing the necessary support and resources to implement the state's literacy goals. This collaborative approach ensures that the WLLP complements existing local initiatives and is integrated into the broader educational strategies of each district. By aligning the state plan with local priorities, the WDE fosters a cooperative relationship that enhances the effectiveness of literacy initiatives across Wyoming.

At the local level, the focus on continuous improvement emphasizes the day-to-day implementation of the WLLP within individual districts and schools. LEAs are tasked with translating the state plan into actionable strategies that address the specific needs of their students and communities. This localized approach allows for greater flexibility and responsiveness, ensuring that literacy initiatives are tailored to the unique contexts of each district. As a result, the collaboration between the WDE and LEAs not only supports the overarching goals of the WLLP but also empowers local educators to make meaningful changes that positively impact student outcomes.

Localized Data Collection

- LEAs collect and analyze data specific to their schools and students, including literacy assessments, classroom observations, and feedback from teachers and parents. The focus is on identifying trends and challenges unique to the local context.

Alignment with Local Initiatives

- LEAs align the Wyoming Literacy Leadership Plan (WLLP) with existing local initiatives and strategic plans. This integration ensures that literacy improvement efforts are part of the broader educational framework, reducing redundancy and maximizing impact.

Tailored Professional Development

- Based on the collected data, LEAs develop and implement professional development programs tailored to the specific needs of educators. This includes training on evidence-based instructional practices, coaching, and collaboration with literacy experts.

Ongoing Feedback and Adaptation

- LEAs maintain open communication with the WDE, providing feedback on the implementation process and suggesting adaptations based on local experiences. This feedback loop allows for real-time adjustments to enhance the effectiveness of literacy initiatives.

Engaging Local Stakeholders

- LEAs actively engage local stakeholders, including teachers, parents, and community members, to gather input and build support for literacy initiatives. This ensures that the implemented strategies are responsive to the needs and expectations of the community.

The successful implementation of the WLLP relies on the collaborative efforts of both state and local entities. This partnership between the WDE and Local Educational Agencies (LEAs) is crucial for ensuring a seamless alignment of resources, strategies, and practices. By working together, these organizations can create a unified approach that addresses the diverse needs of students across the state. This collaboration not only enhances the effectiveness of literacy initiatives but also fosters a sense of shared ownership and accountability among all stakeholders involved.

Fostering proactive engagement and providing tailored support are essential components of Wyoming's literacy initiatives. These strategies ensure that the programs remain dynamic and responsive to the evolving needs of students and communities. The WDE employs various strategies that lay a solid foundation for LEAs, enabling them to effectively contextualize the WLLP within their unique environments. In turn, LEAs contribute invaluable localized insights and adaptability, which are critical for translating the plan's vision into impactful results at the ground level.

Together, the WDE and LEAs form a cohesive network of support that drives sustained progress in literacy outcomes. This partnership emphasizes shared responsibility, ongoing communication, and the use of evidence-based practices. By maintaining open lines of communication, both entities can quickly address challenges and celebrate successes, creating a culture of collaboration. Wyoming's commitment to building a strong literacy foundation for all students is evident in this unified approach, which prioritizes the needs of learners at every level.

Ultimately, this partnership not only ensures the success of the WLLP but also fosters a culture of continuous growth and innovation. By empowering schools and communities, Wyoming enables them to achieve lasting success in language and literacy development. The collaborative efforts of the WDE and LEAs create an environment where educators can thrive, and students can reach their full potential. This commitment to literacy is a vital investment in the future of Wyoming's students, ensuring they are equipped with the skills necessary for success in an increasingly complex world.

A well-executed implementation strategy requires a clear and intentional plan for communication and dissemination. Ensuring that all stakeholders—educators, administrators, families, and community members—understand the WLLP's goals and strategies is essential for alignment and collective action. The dissemination plan plays a key role in bridging the gap between policy and practice by providing structured messaging, targeted outreach, and accessible resources. By prioritizing engagement at every level, Wyoming reinforces its commitment to shared responsibility and sustained literacy improvements across the state.

WLLP Dissemination Plan

The dissemination plan is a critical component of the WLLP, ensuring that its goals, strategies, and resources reach all stakeholders effectively. A well-structured dissemination approach builds awareness, fosters engagement, and ensures that the plan's implementation is understood and supported at all levels. Without a clear strategy for sharing the WLLP, even the most well-designed literacy initiatives risk limited impact due to inconsistent adoption and lack of alignment across districts, schools, and communities. By outlining how the plan will be communicated—including target audiences, messaging, and delivery methods—the dissemination plan ensures that stakeholders receive the necessary information to take coordinated action.

Effective dissemination strengthens buy-in and accountability, ensuring that state and local leaders, educators, caregivers, and community partners understand their roles in advancing literacy outcomes. This process leverages multiple communication channels, including professional learning networks, stakeholder meetings, digital platforms, and printed materials, to maximize accessibility. Providing clear, ongoing communication reinforces the WLLP's priorities and encourages continuous engagement. Additionally, a strong dissemination strategy ensures that resources, guidance, and implementation tools are widely accessible, reducing disparities in how the plan is enacted across different regions.

The WLLP is being disseminated in an innovative and user-friendly format designed for easy navigation and accessibility for all stakeholders. Housed on the WDE website, the plan will feature a simple component-click structure, allowing users to quickly access relevant sections without having to navigate lengthy documents. This streamlined design ensures that educators, administrators, caregivers, and community members can easily find the information they need, promoting widespread engagement with the WLLP's goals and strategies. As a living document, the WLLP will be updated regularly to reflect new research findings, stakeholder feedback, and evolving educational priorities to ensure its ongoing relevance.

The dissemination plan employs a multi-faceted communication strategy to keep all stakeholders well-informed and engaged. This includes informational sessions, newsletters, and online resources that clearly convey the WLLP's goals, expectations, and implementation strategies. These efforts foster a shared understanding of statewide literacy priorities, ensuring that educators, caregivers, and community members recognize their roles in supporting literacy improvement. By offering varied formats for communication, WDE

ensures accessibility for all stakeholders, regardless of their familiarity with the WLLP. Regular updates will be provided to keep the content current and aligned with Wyoming's educational objectives.

To ensure that LEA staff fully understand the rationale behind these approaches, the WDE will provide clear and consistent communication emphasizing the importance of evidence-based practices in improving student outcomes. This communication will highlight how these practices align with state educational goals and broader educational reforms. The WLLP will integrate seamlessly with existing LEA initiatives, ensuring coherence between state and local strategies. This unified approach streamlines efforts across districts, enabling more consistent application of evidence-based literacy practices. As updates occur, LEAs will receive timely notifications, ensuring their local efforts remain aligned with state priorities.


Through its intuitive design and comprehensive communication plan, the WLLP represents an innovative advancement in statewide literacy improvement efforts. This approach reflects Wyoming's commitment to collaboration, accessibility, and stakeholder engagement. The living document format allows for flexibility and responsiveness, ensuring that updates reflect emerging research, policy changes, and stakeholder feedback. By continuously evolving, the WLLP supports long-term, sustainable improvements in literacy for all Wyoming students.

A well-structured dissemination plan ensures that the WLLP's strategies are not only communicated effectively but also actively used to inform decision-making, professional development, and instructional improvements at all levels. As implementation progresses, ongoing engagement and alignment between state and local stakeholders will be critical for sustaining Wyoming's literacy initiatives. The next component builds on this foundation ensuring that the strategies outlined in the WLLP lead to measurable and lasting improvements in student literacy outcomes.

Conclusion and Transition to Component 8

Component 7 has established a comprehensive framework for implementing and sustaining literacy initiatives across Wyoming by integrating evidence-based strategies with structured support systems. The discussion began with an in-depth exploration of the NIRN Implementation Framework and the Active Implementation Formula, illustrating how these models guide the adoption and scaling of literacy initiatives through Effective Practices, Effective Implementation, and Enabling Contexts. These foundational elements ensure that literacy instruction aligns with research-based methodologies while maintaining flexibility to adapt to local contexts.

A key focus of Component 7 has been the structured approach to continuous improvement, particularly through PDSA cycles, which facilitate iterative learning and refinement. By embedding these cycles into LEA implementation strategies, Wyoming ensures that literacy practices are data-driven, responsive, and sustainable. Additionally, the WDE and LEA partnership plays a pivotal role in reinforcing a shared accountability system that fosters alignment between statewide literacy priorities and local district implementation efforts. The role of implementation teams has been emphasized as a critical factor in bridging policy with practice, ensuring that literacy strategies are supported through coaching, professional learning communities, and structured technical assistance.



Furthermore, Component 7 outlined the importance of SMART goal-setting at the local level, allowing districts to develop measurable, achievable, and context-specific literacy improvement objectives that align with broader state priorities. The WLLP Dissemination Plan ensures that these efforts are communicated effectively to all stakeholders—educators, administrators, policymakers, caregivers, and community members—through a multi-faceted approach that includes digital platforms, PLCs, and targeted technical support.

While Component 7 has detailed the implementation and support structures necessary for successful literacy initiatives at the state and local levels, Component 8 shifts the focus to continuous improvement at the state level. This next phase will examine how the WDE monitors statewide literacy progress, refines policies, and leverages data-driven decision-making to sustain and scale effective literacy instruction. It will explore how statewide evaluation frameworks, policy adjustments, and strategic refinements ensure that Wyoming's literacy initiatives remain responsive to evolving educational needs. By maintaining a statewide commitment to improvement science, the WLLP positions itself as a dynamic and adaptive plan that evolves based on research, stakeholder feedback, and emerging literacy challenges. Component 8 will provide a system-wide perspective on how Wyoming sustains long-term literacy success through continuous monitoring, innovation, and targeted intervention.