Structured Literacy: Logic Model

Inputs/Resources	Activities	<u>Outputs</u>	Short Term Outcomes	Intermo Outco
 School & District: Coaches Teachers (Gen, SPED, CLD) Interventionists Leaders Signed assurances by district and school representatives Scope and sequence for Structured Literacy Dedicated time for PD, coaching, refinement of lesson plans, and collaboration across educators Resources: Lesson plans Decodables Card decks Pacing guides 	 PD in Structured Literacy: Y1: 4 days summer; 1 day (January); 60-75 minutes (EOY); 40 hours + targeted OD as needed driven by coaching data Y2: ~40 hours as recommended Y3: ~40 hours as recommended Y4: ~40 hours as recommended Coaching Teachers and Buildings: Program Focus Y1: Relationships and Understanding of SL Y2: Implementation of Instruction and Data Y3: Capacity Building and Transfer of Responsibility Y4: Maintenance of Transfer Data Literacy: Embedded data literacy as part of coaching Ongoing data conversations for lesson plans and groupings "Owned" by school leaders Data Gathering: Give assessment Gather data Use data for planning Data Use: Data-driven teaching Lesson planning Grouping of students Teacher collaboration Targeted instruction 	 Stay up-to-date on Structured Literacy instruction and evidence- based practices in reading Provide feedback as part of coaching loops to teachers that lead to greater fidelity of Structured Literacy instruction Develop an understanding of formal data, both the why and the what, and how to use data to drive programming and instruction Assessment data to plan for coaching, professional development, and progress of students' reading skills Data as part of formative assessments to guide daily Structured Literacy instruction 	 Increased student skills, knowledge during reading as measured by progress monitoring and benchmark testing Professional Development attendance >80% of new teachers hired by mid-July, 90% rate PD as satisfactory on survey Coaching logs completed to track coaching loops in the building; 90% of teachers will receive Y1: 2 coaching loops in the Fall and 1 loop in the Spring Y2: 2 loops in the first 6 weeks; 1 loop/week Y3: 2 loops/month Y4: 1 loop/month 	 Increased sture ading skills measured by Assessment; students score Well Below rates assessment, measured by survey Each year, 75 teachers will demonstrate components, measured by form twice perform twice performs the performance of the per

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student Ils, as by READ Act it; decrease of coring in the range lata literacy, it, and use as by end of year 75% of ill te fidelity to SL ts, as by a fidelity per year

<u>Long Term</u> <u>Outcomes</u>

- Improved reading outcomes
- Students enjoy reading
- DIBELS and Lexia levels increase statewide