Program Outcome: ___Develop capacity to use data to design and implement effective and efficient summer reading camps

Inputs **Outputs Outcomes** Activities **Products** Short Medium Long Determining and Define teacher effectiveness hiring the most Proposal with lowest quartile of Quality teaching validated effective teachers by observations of fidelity students including: ability to for summer engage students successfully and teaching strategies reading camp (evaluations); student performance (growth data); Data that is understanding of Fidelity checklist accurate and materials/technology to be Students demonstrate for ensuring relevant available used; develop application progress on curriculum quality teaching prior to camp based assessments during (walkthroughs) Building competence summer reading camps and confidence in (pre-post and weekly basis) How to use the students (test taking embedded in curriculum Students show data to make Ability to read so strategies, working on (CBM formative/progress pretest-posttest that students can instructional Assessments test anxiety, etc.) monitorina) gains (FAIR AP3 successfully decisions (curriculum-based: from Spring to AP1 progress to 4th (including pretest-posttest, in the Fall) grade performance and outcomes) Determine variability of behavior) students scoring at Level 1: Ability to sustain what data is available to appropriate rate of Determine growth beyond 4th determine student placement in instructional small groups for differentiation? grade materials to be FAIR, teacher Successful used (which are recommendations, portfolio, completion of SAT 10/other alternate evidence based) Analyze summer portfolio, and, more assessments; quick diagnostics and making certain school data over importantly. that they meet time to see for whom determining if Professional development for standards. the camp has been students are reading teachers including instructional effective and what at 4th grade level materials, instructional may be missing for Reviewing schedule, determining how to certain students evidence of former structure time to meet implementation instructional needs (maximize within and across time), including follow up with districts/states and data chats, fidelity checks, etc. determination of best practices from research **Assumptions External Factors** Florida 3rd grade progression plan is in effect; Budget availability to keep student/teacher ratio low (1:10 recommendation) Camp directors possibility of summer reading camps provided in earlier grades (K-2) Student ratio