

## Logic Model for the Mississippi Adolescent Literacy Partnership

Inputs	Activities	Outputs	Short term Outcomes	Medium term Outcomes	Long term Outcomes
<ul style="list-style-type: none"> <li>- <a href="#">Providing Reading Interventions for Students in Grades 4-9</a></li> <li>- <a href="#">Implementing Evidence-Based Literacy Practices Roadmap</a> - contains live links to many different resources</li> <li>- State leaders and partners</li> <li>- REL SE staff, content experts, and researchers</li> <li>- Implementation site partners</li> <li>- R7CC collaboration (e.g., scoping research, practice profiles)</li> <li>- NIRN <a href="#">Active Implementation Hub</a> materials</li> <li>- National centers such as the <a href="#">National Center on Improving Literacy</a> and <a href="#">CEEDAR Center</a></li> </ul>	<ul style="list-style-type: none"> <li>- Yr1: Meet with partners to establish project goals for the grades 6-12 content area literacy project and grades 4-8 literacy intervention project; formalize buy-in.</li> <li>- Yr1-5: On-going meetings with partners to guide the work of the two literacy projects.</li> <li>- Yr1-2: Develop training materials for grades 6-12 content area teachers, administrators, and coaches and grades 4-8 literacy intervention teachers.</li> <li>- Yr1-2: Deliver training to grades 6-12 content area teachers, administrators, coaches, and grades 4-8 literacy intervention teachers.</li> <li>- Yr1-2: Needs sensing teacher-level; site-level capacity.</li> <li>- Yr1-4: Tailor coaching to the needs of the implementation sites using practice guides, walk-through, and self-study guides as needed</li> </ul>	<ol style="list-style-type: none"> <li>1. Implementation plan (e.g., agreements, goals for both projects work plan).</li> <li>2. List of participating teachers in the content area literacy project.</li> <li>3. Teacher engagement in content area literacy sessions and activities.</li> <li>4. List of participating teachers in the literacy intervention project.</li> <li>5. Teacher engagement in literacy intervention sessions and activities.</li> <li>6. List of administrators and coaches participating in the content area and literacy intervention projects.</li> <li>7. Administrators and coach engagement in selected administrator sessions for content area and literacy intervention projects.</li> <li>8. Conduct walkthroughs in English, social studies, and science.</li> </ol>	<ul style="list-style-type: none"> <li>- Grades 6-12 content area teachers increase knowledge of how to incorporate evidence-based literacy strategies into their content area instruction. (Outputs 1, 2, 3, 6, 7, 8, 9, 19)</li> <li>- Grades 4-8 literacy intervention teachers increase their knowledge of evidence-based practices in providing literacy interventions. (Outputs 1, 4, 5, 6, 7, 10, 11, 19)</li> <li>- Grades 4-12 administrators and coaches increase knowledge of how to support grades 6-12 content area teachers as they incorporate literacy strategies in content area classes and how to support grades 4-8 literacy intervention teachers. (Outputs 6, 7, 12, 13, 14, 19)</li> </ul>	<ul style="list-style-type: none"> <li>- Grades 6-12 content area teachers intentionally incorporate evidence-based literacy strategies into their content area instruction and increase self-efficacy. (Outputs 1, 2, 3, 6, 7, 8, 9)</li> <li>- Grades 4-8 literacy intervention teachers intentionally incorporate evidence-based practices into their intervention instruction and increase self-efficacy. (Outputs 1, 4, 5, 6, 7, 10, 11)</li> <li>- Grades 4-12 administrators and coaches support grades 6-12 content area teachers as they incorporate evidence-based literacy strategies into their content area instruction and grades 4-8 teachers as they incorporate evidence-based practices into their intervention instruction and increase self-efficacy. (Outputs 6, 7, 12, 13, 14)</li> </ul>	<ul style="list-style-type: none"> <li>- Grades 6-12 content area teachers improve their ability to support students in literacy in their classrooms (Outputs 1, 2, 3, 6, 7, 8, 9, 15, 16)</li> <li>- Grades 4-8 literacy intervention teachers improve their ability to deliver evidence-based instruction to students receiving interventions. (Outputs 1, 4, 5, 6, 7, 10, 11, 15, 16)</li> <li>- Administrators improve their ability to support content area teachers and intervention teachers as they deliver evidence-based literacy instruction in their classrooms</li> <li>- Increased student outcomes by three to five percent as reflected by data (i-Ready, Case 21, EQT, nine-weeks exams) collected in schools and districts. (Output 17)</li> <li>- Scale-up of practices to additional school districts throughout the state (Output 18)</li> </ul>

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	<ul style="list-style-type: none"> <li>- Yr2-4: Develop infrastructure and capacities reflective guide.</li> <li>- Yr1-2: Develop site observation tool/checklist.</li> <li>- Yr1-2: Design reflective exercises (admin, teachers, facilitators).</li> <li>- Yr5: Facilitate dissemination and scaling to other districts.</li> </ul>	<p>classrooms at implementation sites.</p> <ol style="list-style-type: none"> <li>9. Conduct reflective exercises in each content area literacy training to gauge self-efficacy.</li> <li>10. Conduct site visits and observations in literacy intervention classrooms at implementation sites.</li> <li>11. Conduct reflective exercises for literacy intervention project.</li> <li>12. Provide coaching and technical support to administrators and coaches at implementation sites.</li> <li>13. Provide implementation guide.</li> <li>14. Provide resources such as self- study guides, practice guides, and a review of 20 years of research on adolescent literacy to administrators and coaches.</li> <li>15. Support organizational plan for sustainability and continued improvement in teacher practice</li> </ol>			



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		<ul style="list-style-type: none"><li>16. Support organizational plan for sustainability and continued improvement in teacher practice.</li><li>17. Facilitate review of student data.</li><li>18. Facilitate collaborative discussions regarding scale-up.</li><li>19. Conduct Stakeholder Feedback Surveys.</li></ul>			