

Logic Model for FLVS Partnership

Problem: Florida Virtual School (FLVS) leaders described a specific need to raise knowledge and awareness of concepts and vocabulary related to evidence-based practices (EBPs) throughout their organization.

Goal: Engage in an active, collaborative process to help the adults who support FLVS elementary students increase their knowledge and use of EBPs in literacy.

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> - Roadmap infographic for online educators (FLVS is creating a customized version of the REL infographic, <i>Implementing Evidence-Based Literacy Practices</i>.) - Roadmap infographic for parents (FLVS is creating a customized version of the REL infographic, <i>Implementing Evidence-Based Literacy Practices</i>.) - Plan for each school year for literacy coaching and professional learning (training materials and strategy) - Updated PLC video from professional learning - Teachers' experience with teaching and learning and connections with teachers and families - Resources for parents (exist at FLVS but are disorganized) - Time scheduled for coaching sessions 	<ul style="list-style-type: none"> - Task 4 coaching for FLVS teachers, instructional leaders (ILs), principals, assistant principals, and directors of instruction. (The ILs serve in a role similar to that of a school principal for part-time FLVS students.) - Creation and distribution of parent resource materials in a systemic way that encourages knowledge acquisition and utilization. - Additional Task 4 activities that help teachers and staff co-create and implement new supports for parents in applying EBPs to reinforce and enrich virtual learning. 	<ol style="list-style-type: none"> 1. Updated roadmaps 2. Video library for families 3. REL resource list (annotated bibliography) for families 4. Resource list for PLCs 5. Training for teachers on resources 6. Training for teachers on using resources from IES that were developed for brick-and-mortar schools, with support for using in a virtual context 	<ul style="list-style-type: none"> - FLVS staff who attend coaching will increase their knowledge about EBPs. - FLVS staff who attend coaching will increase their knowledge about how to share parent-friendly information about EBPs in elementary literacy. - FLVS parents of elementary students will increase their knowledge about EBPs in elementary literacy. 	<ul style="list-style-type: none"> - FLVS staff who attend coaching will apply their knowledge about EBPs in their work. Application contexts may include their support of PLCs, participation in PLCs, team meetings, instruction, and meetings with parents. - FLVS parents of elementary students who receive additional new supports will apply their knowledge about EBPs in elementary literacy in support of their children at home, before and after FLVS lesson activity. - FLVS parents who are home educators and receive additional new supports will also apply their knowledge about EBPs in elementary literacy while working through the FLVS curriculum lessons with their children. - FLVS parents who receive additional new supports will engage in more evidence-based 	<ul style="list-style-type: none"> - FLVS PLCs will increase their knowledge and use of EBPs. - FLVS elementary students whose parents receive additional new supports around EBPs in elementary literacy will show increased literacy achievement.



Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none">- Coaching recordings, slide decks, materials.- IES materials (guides and toolkits) already exist but were developed for brick-and-mortar classrooms.- FCRR resources				literacy practices with their children.	