

Logic Model for the Florida Panhandle K-5 Literacy Partnership

Inputs	Activities	Outputs	Short term Outcomes	Medium term Outcomes	Long term Outcomes
<ul style="list-style-type: none"> - Summer Reading Camp Self-study Guide - Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Improving Adolescent Literacy: Effective Classroom and Intervention Practices - Self-Study Guide for Implementing Literacy Interventions in Grades 3-8 - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Supporting Your Child's Reading at Home website - Teacher Guides to Supporting Family Involvement in Foundational Reading Skills - Using Student Achievement Data to Support Instructional Decision Making - Implementing Evidence-Based Literacy Practices Roadmap - contains 	<ul style="list-style-type: none"> - Yr1: Meet with partners to establish project goals for the grades K-5 Literacy Academies project; host first dissemination event on evidence-based family literacy practices; formalize buy-in. - Yr1-5: On-going meetings with partners to guide the work of the literacy projects. - Yr1-2: Develop training materials for district and school-based teams supporting Summer Reading Camps, grades 4-5 content area teachers, administrators, and coaches and grades K-3 literacy coaches and leaders supporting teachers providing Tier 1 differentiated instruction. - Yr1-2: Deliver training to district and school-based teams supporting Summer Reading Camps, grades 4-5 content area teachers, administrators, and coaches and grades K-3 literacy coaches and leaders supporting reading teachers providing Tier 1 	<ol style="list-style-type: none"> 1. Implementation plan (e.g., agreements, goals for project work plan). 2. List of participating educators in each academy strand and dissemination event. 3. Educator engagement in sessions and activities. 4. Conduct walkthroughs in summer reading camp, content area, and K-3 literacy instruction classrooms at implementation sites. 5. Conduct reflective exercises in each training to gauge self-efficacy. 6. Provide coaching and technical support to administrators and coaches at implementation sites. 7. Provide resources such as self-study guides and practice guides to administrators and coaches. 8. Support organizational plan for sustainability and continued 	<ul style="list-style-type: none"> - Administrators, coaches, and teachers demonstrate an increase in knowledge of evidence-based practices in implementing and supporting summer reading camps. (Outputs 1, 2, 3, 4, 5, 12) - Grades K-3 literacy coaches and leaders supporting reading teachers in the selected districts increase their knowledge of evidence-based practices in differentiated literacy instruction and how to implement them. (Outputs 1, 2, 3, 4, 5, 12) - Grades 4-5 content area teachers in the selected districts increase their knowledge of evidence-based practices in adolescent literacy and how to implement them. (Outputs 1, 2, 3, 4, 5, 12) - Administrators, coaches, and teachers demonstrate an increase in knowledge of evidence-based practices in supporting family involvement in 	<ul style="list-style-type: none"> - Administrators, coaches, and teachers incorporate evidence-based practices in implementing and supporting summer reading camps and increase their self-efficacy in identifying quality implementation. (Outputs 1, 2, 3, 4, 5, 6, 7, 8, 10, 12) - Grades K-3 reading teachers in the selected districts implement evidence-based practices in differentiated literacy instruction and increase self-efficacy with the practices. (Outputs 1, 2, 3, 4, 5, 6, 7, 8, 10, 12) - Grades 4-5 content area teachers in the selected districts implement evidence-based practices in literacy and increase self-efficacy in implementation. (Outputs 1, 2, 3, 4, 5, 6, 7, 8, 10, 12) - Administrators, coaches, and teachers observe evidence-based practices in family literacy and increase their self- 	<ul style="list-style-type: none"> - Grades K-3 reading teachers, including summer reading camp teachers, improve their ability to deliver evidence-based differentiated literacy instruction to their students and administrators and coaches improve their ability to support these efforts. (Outputs 1, 2, 3, 4, 6, 7, 8, 10, 12) - Grades 4-5 content area teachers improve their ability to support students in literacy in their classrooms. (Outputs 1, 2, 3, 4, 6, 7, 8, 10, 12) - Students in grades K5 will increase their abilities to read, write, and discuss text over time. (Output 4, 9) - Administrators, coaches, and teachers increase their ability to provide training in evidence-based practices in family literacy. (Outputs 1, 2, 3, 6, 7, 8, 10, 12) - Scale-up of practices to additional school Districts. (Output 11)

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<p>live links to many different resources</p> <ul style="list-style-type: none"> - REL Southeast School Leader's Literacy Walkthrough - REL Southeast Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4-12; - State leaders and partners - REL SE staff, content experts, and researchers - Implementation site partners - R7CC collaboration (e.g., scoping research, practice profiles) - NIRN Active Implementation Hub materials - National centers such as the National Center on Improving Literacy and CEEDAR Center 	<p>differentiated instruction.</p> <ul style="list-style-type: none"> - Yr1-2: Needs sensing teacher-level; site-level capacity. - Yr1-4: Tailor coaching to the needs of the implementation sites using practice guides, self-study guides, and other REL Southeast literacy tools as needed 	<p>improvement in teacher practice.</p> <ol style="list-style-type: none"> 9. Facilitate review of student data. 10. Facilitate informal interviews. 11. Facilitate collaborative discussions regarding scale-up. 12. Conduct Stakeholder Feedback Surveys. 	<p>foundational reading skills. (Outputs 1, 2, 3, 5, 12)</p>	<p>efficacy in identifying quality support. (Outputs 1, 2, 3, 5, 7, 8, 12)</p>	