Anchor Goal 2 Logic Model

Office of Research and Evaluation Working Draft – July 2017

Impact Activities **Outputs Outcomes** Space: Space: Space: 100% of 3rd Time and -Buildings are clean, safe, and healthy -100% of buildings ready, w/designated libraries, -All students have school in buildings Scheduling **Grade Students** environments as assessed via building checklist that facilitate learning -Space for leveled libraries and independent -100% of classrooms school-ready, as assessed via Read on Grade -All students learn in organized and Staff: classroom checklist completed by principal/ELSs reading supportive classrooms Level Teachers, -Clean, organized, inviting classroom -100% of buildings have positive climate schools -Students feel safe in school buildings Principals, -Designated areas for whole-class, group, and (i.e., violence free) as assessed via District Wide ELSs, Central individual work Survey Scheduling Office staff Scheduling -All students have sufficient time for Scheduling -120 minute literacy block, first thing learning and for receiving intervention Resources: -100% of schools have literacy block scheduled, common -RtII Intervention Block (40 minutes) -All teachers have sufficient time to plan classrooms, planning period, and RtII Intervention block as reflected -Common planning period for grade level for and implement instruction books, in principals' schedules sent to Asst. Sup teachers curricula, assessment **Curriculum and Materials: Curriculum and Materials Curriculum and Materials:** materials -Sufficient number of books in leveled libraries -100% of classrooms have sufficient curriculum materials, -All teachers have sufficient, quality materials -Curriculum Engine fully developed with K-3 according to materials check-list to support core instruction and intervention PD Early Literacy Scope and Sequence -100% of PA Core Standards for ELA K-3 have associated -All students have access to quality and presenters -Curriculum for explicit phonics instruction sufficient literacy materials at their reading lesson plans on Curric. Engine and -Sufficient leveled readers to lead guided -80% of teachers satisfied with curriculum and materials as level and -reflecting their interests to foster materials reading assessed via District Wide Survey early literacy -Big books and range of books for shared -100% of schools have sufficient intervention materials. Technology: **Student Predisposition to Learning:** reading and read alouds according to materials check-list Instructional -Students are physically, cognitively and technology, emotionally ready to learn **Student Predisposition to Learning: Student Predisposition to Learning:** assessment -100% of students have 95% ADA or above -All students attend class every day and arrive on time systems, -100% of students FRL needs are met -All students are ready and able to learn (i.e., well-fed, **Parent Engagement:** student -100% of schools have counselors available well-rested, healthy) -Parents receive clear, progress -Students' socio-emotional needs are diagnosed and consistent, and readily Parent Engagement: monitoring/ addressed interpretable information about -100% of parents receive clear and consistent communication on behavioral -Class time is free of distractions (e.g., announcements) students' progress student progress via report card tracking -Parents are viewed as partners -100% of parents are provided report card conference opportunities Parent Engagement: in supporting -students early (2x year) **Students** -Clear and consistent communication with parents literacy and empowered to -100% of parents receive weekly materials to support literacy at home about student progress, at least once a semester support their child's growth 60% of parents receive Early Literacy information at B2S night **Action Plan** -Clarity and consistency in report card grading; Clear -Parents receive repeated, 60% of parents receive clear and consistent updates on student 3.0 communication to parents about what grades mean consistent communication from progress via PT conferences -Weekly homework that explicitly instructs parents on their child's school and teachers -70% of parents are satisfied with school communication, as assessed **Funding** how to support children's literacy through a variety of modalities via District Wide Survey

Outcomes Activities **Outputs Impact** Structure of Classroom Instruction Structure of Classroom Instruction Time and **Structure of Classroom Instruction** -120 minute literacy block, first thing -100% of teachers make progress on each dimension, -All teachers have a clear understanding of Scheduling from Not Observed to Developed, in pace with the -Phonics, phonemic awareness, fluency metrics of quality instruction (consistent coaching schedule and ELS school-specific plans, as vocabulary, comprehension, taught Staff: with the TELP) 100% of assessed via ELSs TELP observations every two weeks -Teachers receive consistent feedback on Teachers, through-out Reading Block 3rd Grade -30% of teachers have developed and 70% are the quality of their instruction and where Principals, developing key dimensions tapped by the TELP, as ELSs, Central -20 minutes explicit phonics instruction they are in their development **Students** -25 minutes shared reading/read aloud assessed via principal walk-through, once a month Office staff -Teachers improve the quality of early Read on -100% of lesson plans reflect PA Core Standards, -40 minutes for guided reading, while literacy instruction their students receive Grade other students are @Centers Curric. Engine Guidelines, and Literacy Block throughout the year Resources: Writers Block structuring -Both ELSs and Principals agree on a plan to classrooms, Level -40 minutes for writers' workshop while books, improve instructional quality throughout other students are writing independently curricula, the year Intervention Block -Teachers receive adequate support and assessment -100% of schools have sufficient, research-backed coaching to provide students with quality materials Intervention: Block intervention materials to provide the level and range of instructions -Designated intervention block intervention that students need, as assessed via PD -2-3 Interventions available for students materials checklist presenters -Sufficient staffing for intervention needs -100% of schools have sufficient intervention block and -Students strategically assigned to Intervention Block time and staffing necessary to provide the scope of materials intervention based on data intervention necessary for their students population -Students in need of intervention are -Students receive sufficient intervention -100% of students are screened for intervention based identified using a consistent set of metrics, Technology: early in the year dosing on AIMSWeb benchmarking, progress monitoring on Instructional -Students in need of intervention are 100% of students requiring intervention is done technology, -100% of teachers use EWS/other tracking system to progress monitored throughout the year, at **Quality of Teacher Instruction** assessment consistent intervals monitor students' intervention dosage -Warm, caring, positive relationship with systems, -The scope dosage of intervention that students student students receive is sufficient to meet their -Proactive, rather than reactive, **Quality of Teacher Instruction** progress needs classroom management style -30% of teachers have developed and 70% of teachers are making monitoring/ -Schools have coherent data systems to -Establishment of clear and efficient progress toward providing students with quality instruction, as behavioral monitor intervention routines and procedures for all activities assessed via ELS TELP observations every two weeks tracking -Frequent oral language use and -30% of teachers have developed and 70% of teachers are making **Quality of Teacher Instruction** engagement of students in conversation progress toward providing students with quality instruction, as **Students** -Frequent explicit explanation of high -Teachers receive support in developing high assessed via principal walk-through and observations at least quality instruction throughout the year level vocabulary 1/month Action Plan -Frequent, explicit, modeling of "what a -Students receive quality early literacy -80% of teachers and 100% of principals report high commitment 3.0 good reader does" instruction to providing quality instruction on the District Wide Survey -Teachers development as instructors is -Gradual release of responsibility from -70% of parents report their students received quality instruction **Funding** monitored throughout the year teacher to students on the District Wide Survey

Activities Outcomes **Impact Teacher Training:** Time and **Teacher Training:** -100% principal attendance and 60% early literacy teacher attendance at summer PD Scheduling -Summer Boot-camp for 700 teachers 100% of 3rd as assessed via sign-in sheets -Training in Comprehensive Literacy -100% of early literacy trained in early literacy fundamentals as refresher by ELSs Staff: **Grade Students** Framework -100% of early teachers receiving ongoing coaching and follow-up early literacy PD Teachers, -Training on Instruction of Literacy Block Read on Grade once a month Principals, components (e.g., phonics; read alouds) -PD teachers receive is consistent with PD outlined in ELS School Literacy plan Level ELSs, Central -Training in assessment administration and -80% of teachers report high satisfaction with Summer Literacy Institute and ongoing Office staff use to inform instruction PD, as reflected in PD eval forms -Teachers are trained in and use Curriculum -80% of teachers report high satisfaction with PD training on District Wide survey Resources: Engine in developing standards-based lesson -80% of teachers report using assessment and Curric Engine on DWS classrooms. plans books. **Teacher Coaching:** curricula, -100% of ELSs develop school specific Literacy Coaching plan shared **Teacher Training and Coaching:** assessment **Teacher Coaching:** with principals -Teachers receive quality materials -ELS Coach trained and assigned to teachers' -100% of ELS Coaching plans are evaluated by curriculum office professional development and inschool based on scope, sequencing, and school-fit the classroom coaching PD -Embedded coaching in the classroom -100% of ELSs provide teachers with coaching throughout the year, throughout the year presenters -Collect TELP information with observations consistent with their coaching plan, as assessed via monthly logs of -Teacher training and coaching and every two weeks coaching activities follows a proscribed plan materials -Provide coaching according to scope and -70% of teachers (i.e., those scoring as not-developed at the -Teacher training and coaching is sequence (e.g., classroom set-up, then beginning of the year) are assigned progress benchmarks and aligned with expected progress by Technology: shared reading) monthly progress monitored by ELSs and principals ELSs and principal Instructional -80% of teachers report high satisfaction with coaching on the DWS technology, assessment systems, Assessment Assessment student -100% of teachers recieve AIMSWeb training from Spring PD, Assessment -Teachers are skilled in administering early progress Summer Institute, and ELS coaches -AIMSWeb intro training: Spring 2015 literacy assessments to students monitoring/ -100% of teachers know administration basics and progress -Refresher training @Summer Institute -Early literacy assessments are reliable and behavioral monitoring in AIMSWeb and DRA2 -AIMSWeb Benchmarking Fall, Winter, Spring valid tracking -100% of teachers can access support materials for AIMSWeb -AIMSWeb progress monitoring -Teachers use benchmark data not only for and DRA2 (i.e., stepper sheets) and coherent district policy on -DRA Fall administration + progress monitoring performance snapshots but also for Students assessment guidelines -Data driven instruction progress monitoring -100% of teachers complete benchmarking for all students -Students assessed via KEI -Teachers use data to drive instructional **Action Plan** -100% of teachers progress monitoring for all Tier 2 and Tier 3 decision making 3.0 students -A culture of data use and assessment is -30% of teachers are developed and 70% are progressing in developed in schools **Funding** developing data-driven instruction based on AIMSWeb