| **Inputs** | **Program Activities** | **Outputs** | **Outcomes** |
|---|---|---|---|

**Inputs**
- Financial Support
- Staff
- School & District Leadership Buy-In

**Program Activities**

**Professional Development for Reading Mentors**
- Literacy Coaching
- Scientifically Research-Based Reading Instructional Practices
- DIBELS Next Assessment
- Use of Formative Assessment Data to Drive Differentiated Instruction
- Goal Setting (X to Y by date)

**Professional Development for Teachers**
- On-going Literacy Coaching
- Scientifically Research-Based Reading Instructional Practices and Resources
- DIBELS Next Assessment Training
- Use of Formative Assessment Data to Drive Differentiated Instruction
- Goal Setting (X to Y by date)

**Program Initiatives**
- General Mentor Activities (teacher feedback and conferencing, coalition building, and collaboration with district and school leadership)

**Partnerships for Performance**
- Summer Professional Learning

**Outputs**

Number of participating, schools, administrators, staff, teachers, and students

**Outcomes**

Highly Effective Reading Instruction

Increased Student Confidence and Proficiency in Reading

Students Reading on Grade Level by the End of 3rd Grade

# THE GOVERNOR'S OFFICE of STUDENT ACHIEVEMENT

# Governor's Reading Mentor Program
## Logic Model (Detailed)

## INPUTS

- Financial Support
- Staff
- School & District Leadership Buy-In

## ACTIVITIES

**Professional Learning Experiences**

**Literacy Interventions**

**Program Initiatives**

**Partnerships for Performance**

- Reading Mentor Professional Development (PD)
- Teacher Professional Development (PD) and Coaching
- Instructional Practices
- Assessment
- Content
- Tier I: CCGPS with Differentiated Instruction
  Tier II: Needs- Based Learning Informed by DIBELS Next
- Mentor Activities
  - Goal Setting (X to Y by date)
  - Coalition building within school district
- Early Literacy Conference
- Principals' Summit
- Summer Professional Learning

**Five Essential Components of Reading**

- Phonemic Awareness
- Word Recognition
- Fluency
- Vocabulary
- Comprehension

**Formative Assessment**

- DIBELS Next Benchmark I (Beginning)
- Diagnostic Tool
- DIBELS Next Benchmark II (Mid)
- DIBELS Next Benchmark III (End)

## OUTPUTS

- Number of participating, schools, administrators, staff, teachers, and students
- Number of reading mentors, teachers, and staff that attend PD sessions
- Number of students assessed for reading proficiency
- Number of students receiving differentiated instruction and/or box instruction

**Key Instructional Attributes**

- Aligned and measureable goals
- High expectations for students
- Research-based instruction and resources
- Use of assessment results: for guiding instruction; monitoring student progress; assessing impact
- Use of literacy centers
- Implementation fidelity
- Commitment to reading instruction block

## Short-Term Outcomes

- Intention to Continue Literacy Plan & Goal Setting
- Fidelity of Implementation/ Increased Use of Effective Scientifically Based Reading Research (SBRR)
- Increased Teacher Confidence in Small Group Differentiation & Box Instruction
- Increased Foundational Skills

## Intermediate Outcomes

- Increased Collaboration, Grade Level Coordination, Administrative Support, and Parental Engagement
- More Effective Classroom Instruction
- Increased Student Confidence in Reading
- Increased Reading Skills in Pre-K to 1st graders

## Long-Term Outcomes

- Supportive Learning Environment: Parent, Teacher, and Administrator Commitment to Research-Based Early Literacy Learning for All Students
- Highly Effective Reading Instruction and Literacy Interventions
- Children Reading on Grade Level by the End of 3rd Grade