**INPUTS**

**Materials**
- Curricular kits, including student text and *Teacher’s Manuals*
- Professional learning through the Learning Portal
- ClassView Pro assessment tool

**People**
- Teachers
- Administrators
- District Coordinator

**District Support**
- Tier I program is implemented and monitored
- Program is prioritized and trusted
- Teacher collaboration and learning are prioritized
- Resources and time are provided

**Infrastructure**
- Master schedules prioritize program: an intervention block of 30–45 minutes, 4+ days per week

**Resources**
- Students have access to classroom libraries for independent reading

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**OUTPUTS**

**Activities and Participation**

**Curricular Implementation**
- Teachers:
  - Teach the lessons as written
  - Engage in adequate lesson preparation
  - Schedule adequate time to teach lessons as designed
  - Administer mastery tests, use mastery test analyses to guide instructional decision-making

**Student Assessment Data**
- Teachers:
  - Keep student records (placement test, Mastery Tests, IDR/Fluency Notes)
  - Administer and analyze Mastery Tests

**Embedded Professional Learning Supports**
- Facilitation tips
- Professional development videos
- *Teacher Learning System*
- Assessment Supports

**Classroom Activities and Artifacts**
- Daily reading time
- Guided Spelling
- Reading logs

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**OUTCOMES**

**Short- to Mid-Term (1–2 years)**

**Teachers:**
- Deepen understanding and use of curriculum
- Expand their knowledge of how to teach reading foundational skills
- Become better observers of students
- Use formative and summative data to monitor and support students
- Increase expectations of students
- Value and trust the program

**Literacy Outcomes**
- Students:
  - Increase amount of time spent reading
  - Apply decoding skills to grade-level text
  - Read fluently at a grade-appropriate rate with prosody
  - Increase range, difficulty in types of books read
  - Identify as readers
  - Increase self-efficacy as readers

**Social/Behavioral Outcomes During the Literacy Block**
- Students:
  - Show an increase in positive behavior
  - Show a reduction in negative behavior
  - Are more engaged
  - Have a sense of community, supportiveness, connectedness
  - Feel more intrinsic motivation

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**Long-Term (2 – 3 years)**

**SIPPS® Logic Model**