

Small Group Targeted Instruction Logic Model

Imagine School Services offers Small Group Targeted Instruction (SGTI) that provides high-quality online interventions for math, ELA, science, and social studies. SGTI utilizes interventionists with an active teaching certification and Imagine Learning's digital curriculum to deliver standards-aligned instruction that can help address the challenge of teacher and staff shortages.

The logic model below provides a conceptual model of how SGTI is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

Program Inputs

SMALL GROUP TARGETED INSTRUCTION

- Small-group virtual sessions multiple times per week on Imagine Learning's secure virtual learning platform
 - Support for grades K-12 for 4-10 students in 30-minute live sessions that meet 2-5 times per week
 - 10-36 weeks of service with students able to enter or exit at the change in grading period
 - The virtual learning platform provides the opportunity for students to meet face-to-face with a SGTI interventionist and actively engage in discussion and complete activities using features such as a virtual whiteboard
- Sessions can occur before, during, or after the school day, as well as during summer break
- SGTI interventionist monitors student progress, administers formative and informal assessments, and provides ongoing feedback daily and weekly

- Ongoing reporting is provided for student attendance, engagement, and progress data via the online learning platform
- In addition to services received in small groups, live tutors are available seven days a week to provide real-time, one-on-one, on-demand tutoring for homework help

IMAGINE LEARNING

- Initial onboarding and implementation support
- Data progress monitoring
- Customer support to troubleshoot issues

DISTRICT

- Networked devices with proper memory, media appliances, and headsets with microphone capability
- On-site program coordinator
- Online access to tutoring platform and appropriate bandwidth to support use
- School implementation plan

Classroom Activities

STUDENT ACTIVITIES

- Attend regularly scheduled virtual sessions with SGTI interventionist
 - Complete small group activities and actively engage in instruction, discussion, and independent practice with SGTI interventionist and peers
 - Complete pre- and post-formative assessments as assigned
- Access on-demand tutoring services, as needed

SMALL GROUP TARGETED INSTRUCTION INTERVENTIONIST ACTIVITIES

- Review outlines for scope and sequence of instruction that are co-developed between Imagine Learning and district representatives
- Hold regularly scheduled virtual small group sessions which are structured on a standard protocol model that utilizes evidence-based interventions aligned to state standards and core curriculum materials
- Monitor and record student attendance and student understanding via formative assessments; benchmark

assessments; and daily and weekly progress, engagement, and attendance reports

- Administer and score pre- and post-formative assessments for each implementation cycle. Use this information to adjust instruction as needed
- Assess students' progress in each lesson based on a rubric aligned with success as defined in the lesson plan. Use this information to adjust instruction as needed
- Assess and document students' daily and weekly progress, engagement, and attendance for lessons
- Provide remediation and enrichment as needed based on results from formative and informal assessments conducted for each lesson

DISTRICT SUPPORT ACTIVITIES

- Provide Imagine Learning with student enrollment information and curriculum and instruction details
- Review student attendance and progress reports
- Communicate with families and students as needed
- Meet with SGTI leadership monthly

Outputs

STUDENT OUTPUTS

- Participated in SGTI sessions as reflected in attendance and engagement metrics
- Made consistent progress through content administered throughout intervention cycle
- Demonstrated growth, as reflected by pre- and post-assessments and progress checks administered throughout intervention cycle
- Complied with the behavioral norms and expectations as outlined at onset of small group sessions

SMALL GROUP TARGETED INSTRUCTION INTERVENTIONIST OUTPUTS

- Verified and recorded student attendance
- Monitored and recorded student engagement and documented within the platform

- Monitored and recorded student growth and progress at the beginning, mid, and endpoint of intervention cycle and documented within the platform
- Monitored and recorded student progress daily with use of formative and informal assessments and exit tickets and documented these measures within the platform
- Made informed calibration of student educational pathways or supports based on student performance

DISTRICT SUPPORT OUTPUTS

- Accessed student-monitoring reports at least once per week
- Communicated with SGTI leadership monthly
- As needed, addressed student issues on concerns with attendance, student behavior, technology issues, or safety situations as outlined in Student Reporting Guidelines documents

Outcomes

SHORT-TERM

- Increased student engagement in classroom content, as reflected by students' progress in small group intervention
- Increased participation in Tier 1 or universal classroom supports and instruction, particularly for English language learner, special education, and high transiency populations
- Improved math and reading proficiency scores, as reflected in SGTI interventionist-administered post-assessments and as measured by district and/or state math and reading assessments
- Increased self-agency and advocacy, particularly for English language learner and special education populations

- Mastery of associated small group concepts and skills
- Grade promotion and retention

LONG-TERM

- Improved achievement on external math and reading formative and summative district and/or state assessments
- Increased graduation rates
- Increased performance in later grades
- College and career readiness as measured by factors such as increased enrollment in post-secondary education or successful transitions to work