






Logic Model Example

Major Improvement Strategy: Implement formative assessment practices in mathematics across all 6th-8th grade classrooms.

Resources and Personnel Action Steps What Implementation Benchmarks should Measure

Inputs →	Action Steps →	Outputs →	Adult Outcomes →	Student Outcomes
Principal and Instructional Coach	Develop a statement of work for an external service provider to build capacity among 6 th -8 th grade teachers to implement formative assessment practices in mathematics.	Statement of work describing the services and external provider that will help to build capacity among 6 th -8 th grade teachers.		<p>Students describe the learning targets that focus their learning activity in mathematics.</p> <p>Students describe their current performance in relationship to learning targets and success criteria.</p>
Title I and Title II funds Principal/Instructional Coach	Select external service provider and establish a schedule for services to include in-person professional development and on-site coaching.	Contract in place with external service provider. Calendar for when on-site PD and coaching and PLC sessions will occur.		
Title I and II External Service Provider (instructional coach providing on-site coordination)	External service provider provides on-site professional development for 6 th -8 th grade teachers on formative assessment practices (5 days scheduled over a 4-month period).	Five on-site professional development sessions are held between October and February. 15 teachers attend 5 on-site sessions.	<p>Participating teachers incorporate the following practices into their daily routines during math instruction: informally collect information about student learning (in relationship to identified learning targets) during learning activity; clarifying learning targets and success criteria for each lesson with students; providing descriptive feedback (orally and in written form) during learning activity and for multiple assignments; engaging students in self- and peer-</p>	
External Service Provider (5 days) Principal time (2.5 days) Instructional Coach time (5 days)	External service provider (with instructional coach and principal) provides at least 5 days of on-site coaching for participating teachers.	Instructional coach and external service provider observe and coach 6 th -8 th grade teachers for 5 days (providing feedback, modeling). Principal observes all 6 th -8 th		

Inputs 	Action Steps 	Outputs 	Adult Outcomes 	Student Outcomes
		<p>grade classrooms at least twice.</p> <p>Written feedback provided (by external service provider and instructional coach) to each participating teacher at least 3 times.</p>	<p>assessment; and engaging students in monitoring the progress of their learning over time and setting relevant personal learning goals.</p> <p>Principal is able to identify and characterize the degree to which formative assessment practice is evident in the 4th and 5th grade classrooms.</p>	<p>Students take responsibility for taking steps to improve their learning in mathematics.</p> <p>Student (6th-8th graders)</p>
	<p>Teachers participate in monthly Professional Learning Community sessions that focus on formative assessment practice. </p>	<p>At least one Professional Learning Community Session each month for 4th and 5th grade teachers is focused on teachers de-briefing their efforts to implement formative assessment practices.</p>	<p>Teachers share their successes and challenges as they change their daily routines to implement formative assessment practices. Teachers produce artifacts of these practices for others to consider and about which to provide feedback.</p>	<p>performance in mathematics (on outcome assessments) improves.</p>