Propel Schools Integration Program Logic Model

1.3 (created 6/20/16, revised 7/19/16; based on 6/14/16 and 7/14/16 meetings and 9/18 planning)

Environment	Resources	Products	Audience	Short-Term Outcomes	Long-Term Outcomes

What factors are we responding to?	*What do we invest?*	*What will we create?*	*Who do we reach?*	*What will participants think and feel immediately after?*	*What will participants do later?*
A) Vision: provide equitable access to quality education, facilitate growth / achievement, prepare students for success, promote lifelong learning • Integration develops life skills needed in adulthood such as problem solving, critical thinking B) Propel values role of families, community partners in student learning • Integration provides opportunities to connect with community – promotes relevance, demonstrates concern for students / where they live C) Students' career aspirations limited to narrow set of occupations – need opportunities to discover passions, exposure to possible professions • Integration builds on existing interests while encouraging exploration of new subjects D) Integration is high organizational priority – board, superintendent, administrators supportive of direction • Sense that teachers engaged in more sharing / working together when Propel started, less holistic / collaborative approach now E) Increasing number of less experienced teachers – sometimes challenging for them to find time / energy to experiment with more active, collaborative approaches F) Some teachers hesitant to engage students in project-based learning due to challenges with planning, organization, management G) Teachers sometimes revert to traditional tests to make assessment easier – support needed to help align to standards, collect student growth data, assess depth of knowledge	A) Staff time and expertise • Integration Teachers (one each at East, Homestead, and Montour in 2016 / 2017) – facilitate communication / collaboration across staff around integration, teach / co-teach / plan lessons with focus on integration B) Professional learning / development • One-day orientation / kickoff for integration teachers / co-teachers at four schools • ISA Learning – creative problem-solving skills through STEM curriculum • LUMA Institute – design thinking • Fab Lab Carnegie Science Center – digital fabrication laboratory • Microcreditionals C) Money • Application to grant funders to support joint professional learning / development focused on integration with other districts D) Partners E) Technology – significant ongoing investment in technology / technology infrastructure, physical assets	A) Essential elements of integration • Mix of people, colleagues, partners, leadership, resources, tools, technology, materials / supplies – not compartmentalized into silos • Communication / co-planning between key players, partners about goals / strategies – time for collaboration • All disciplines valued equally – no discipline considered to be more important / essential than another, learning assessed to equivalent degree across disciplines, teachers from different disciplines equally accountable for student learning • Creativity to see how different components can fit together, can work together to solve a problem • Flexibility – openness to new ideas, trying something new, working in a new way, taking risks, letting go of control, capitalizing on teachable moments • Differentiated instruction based on learning styles, needs, abilities – balance between building on student strengths, addressing areas of need • Honors / validates student interests, curiosities • Invites students to make choices, think, question, analyze, solve problems • Models effective collaboration / communication skills and strategies, makes thinking / problem solving process visible, provides opportunities for reflection • Engaging / memorable for students, teachers *To what extent does integration require an end goal or problem to be solved / should integration be centered around project-based and/or problem-based learning?*	All K–4 students at Propel East, Propel Homestead, Propel McKeesport, Propel Montour <u>Propel students</u> A) Residence / school district • Students at each school live in different communities and school districts – students may live far apart, see one another only at school • Retention fairly stable through 7th / 8th grade, when students return for middle school / high school in home district B) Thinking skills • Many students develop grit / perseverance in home environment, need help transferring skills to other contexts • Percentage of students struggle with simple problem solving tasks, need help developing basic executive functions and how to organize thinking C) Access to technology, tools, resources • School is the only place for many students to have access / opportunity to use wide range of tools and technologies • Most students have cell phones, but typically use as consumers rather than producers <u>Families / caregivers of Propel students</u>	A) Creativity – feel motivated to come up with new ideas, try new solutions • Feel rewarded for creativity / encouraged to create, comfortable coming up with crazy / different ideas, confident / unafraid ideas will be judged as poor / wrong / failure • Understand broad definition of creativity, feel creative regardless of artistic skill • Feel confident in personal / individual voice, feel motivated to continue to explore own voice • Be able to evaluate usefulness / appropriateness of ideas to context B) Communication / Collaboration – understand how to speak / listen / engage in accountable talk • Feel tolerant of multiple perspectives, value collaboration / knowledge and ideas different people contribute to solve problems, respect / celebrate differences • Know how to engage in productive disagreements, negotiate / work through difference, manage emotions • Feel comfortable asking questions, know how to ask productive questions C) Critical thinking – understand how to form / defend opinions, reflect, reconsider / revise thinking • Feel comfortable with thinking deeply D) Become aware that creativity, collaboration, communication, and critical thinking are used in professional settings E) Feel happy, confident, accomplished, sense of belonging / part of something, motivated to learn / go to school F) Feel empowered to solve personal / community problems, see personal role / importance in world, believe in change / transcendence, feel sense of hope G) Feel sense of curiosity about world,	A) Share constructive criticism / positive feedback with peers, celebrate others' successes formally and informally B) Apply / demonstrate learning in other classes, connect learning between disciplines, holistically master academic standards C) Attend school regularly, graduate D) Transfer learning to other contexts / settings / relationships, teach new knowledge and skills to others / family members E) Explain thought process / take time away from problem, re-visit, re-evaluate thinking F) Take risks, tackle hard problems, actively seek problems to solve, look for solutions – be productive / solution driven, avoid simply placing blame G) Navigate systems / programs / policies to obtain resources in support of needs / goals, identify interests H) Achieve success in chosen career – apply creativity, communication, collaboration, critical thinking skills in work / professional setting I) Engage as productive citizen in society: become involved in meaningful causes, engage in arts / civic / community work, volunteer, vote, organize protests, exercise rights and responsibilities, take action to support change

				view challenges as opportunities to learn, value learning / new ideas	