

## Sample Logic Model: FIELD Edventures

**Problem Statement:** Many students are not engaged in learning experiences and report that they do not feel a sense of belongingness, a critical element of student engagement, and thus hope, in the class.

**Goal:** If we identify instances where people, places, processes, programs, and policies do not support belongingness, then we will be able to make corrections to ensure that all people, places, processes, programs, and policies support belongingness.

<b><u>Rationale:</u></b>	<b><u>Inputs:</u></b>	<b><u>Activities:</u></b>	<b><u>Outputs:</u></b>	<b><u>Outcomes:</u></b>
Teacher observations indicate that several students appear not to be engaged in learning experiences. These students often seem to be off-task, disengaged, and sometimes disruptive. Formative and summative assessment data indicate that these students are not meeting learning goals. Results of the <a href="#">Hope Survey</a> indicated that the area of “Belongingness” is	<b>WGSN School</b> +Classroom teachers +FIELD educator +Students +Support staff (secretaries, paraprofessionals, art, music, PE, LMC, and guidance teachers, lunchroom staff, custodian) +Parents +Governance Board  <b>COMMUNITY</b> + Neighbors	+ Involve all of the stakeholders in mapping the people, places, processes, programs, and policies of the school to examine the influence of each on student belongingness. See example <a href="#">Coherence Model: Nurturing Hope</a> .  +Educators research strategies for improving classroom culture and students belongingness  +Educators implement strategies for improving classroom culture and students belongingness  +Create and implement formative assessments of “Belongingness” multiple times during the school year	<b>1 month (brainstorm):</b>  + Understand and identify :  -positive influences on belongingness, look for ones to further enhance and replicate the effect across the school day and year.  -negative influences on belongingness, look for ones to eliminate or significantly improve these elements.  <b>2-3 month:</b>  + Educators develop collective efficacy around classroom culture and students belongingness  <b>6 month (greatest impact):</b>  +Educators become proficient in implementation of strategies such as: time for collaboration; reduce competition across the day; create seating	<b>Short Term: 1 year</b>  + Coherence among the people, places, processes, programs, and policies of the school to positively influence classroom climate, specifically, student belongingness  + Improved ratings on Hope Survey overall, and in the area of “Belongingness,” specifically  +The school and classroom feels happier and positively productive  +Few negative behavior incidents are recorded and observed; higher rates of student and staff attendance; increased student learning

<p>one that warranted attention for the entire class.</p>	<ul style="list-style-type: none"> <li>+ Staff &amp; students of Jefferson Elementary School</li> <li>+FIELD Edventures (formerly WGSN)</li> <li>+Fox Valley Technical College</li> <li>+Lawrence University</li> <li>+University of Wisconsin-Fox Valley</li> <li>+Park and Rec Department</li> <li>+ Appleton Public Library</li> <li>+ Clerk of Courts</li> <li>+ Outagamie Museum</li> <li>+ Others to be added as partnerships are developed</li> </ul>	<ul style="list-style-type: none"> <li>+Stakeholders analyze and make improvements based on the formative assessment data</li> <li>+School stakeholders analyze and communicate the results of the <a href="#">Hope Survey</a>.</li> <li>+School stakeholders revise the plan for improving the classroom climate and student belongingness.</li> </ul>	<p>and classroom space to encourage collaboration; structure lessons for students to regularly work with different students; create opportunities for students to get to know each other at a personal level; bring the “circle up” routine from the field, into the classroom</p> <p><b>12+ months</b></p> <ul style="list-style-type: none"> <li>+ All stakeholders have a shared understanding of the ways that people, places, processes, programs, and policies of the school influence classroom climate and student belongingness</li> <li>+All stakeholders are invested in intentionally ensuring that the classroom climate is positive and students feel a sense of belonging.</li> </ul>	<p><b>Medium Term: 2 years</b></p> <ul style="list-style-type: none"> <li>+Students and adults feel that their school and classrooms are positive and they express a deep sense of belongingness</li> </ul> <p><b>Long Term: Beyond 2 years</b></p> <ul style="list-style-type: none"> <li>+Students experience success in school and life</li> </ul>
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**Student Impact: (If..., then...)**

If a coherence plan for people, places, processes, programs, and policies of the school are developed and strategies are implemented, then all students will report high levels of belongingness.