

Logic Model Action Plan Template

School: HRMS ELA

Student Learning Problem:

Across writing types, students do not elaborate adequately upon their topic to achieve the purpose of their writing.

Student Learning Goals:

- 6th Grade: Seventy percent of students will improve by at least one level in the Elaboration category on the Writing Rubric from paragraphs on their on-demand writing.
- 7th Grade: Seventy percent of students will move at least one level in the Elaboration category on the Writing Rubric based on multiple, short writing pieces from writing units.
- 8th Grade: Seventy-five percent of a 25-student cross-section--50% of whom are designated "High Needs"--will improve by at least one level in the Elaboration category on the Writing Rubric across two writer's workshop argumentative units. Two data points from each unit--a draft and a final workshopped piece--will be used to assess students' progress.

Outcomes:

- Grade 6: The team's findings for our student learning goal were that 233 out of 245 students (95%) increased by one level or more for the Student Learning Goal. This was measured by using a common elaboration rubric developed from Lucy Calkins Units of Study.
 - Baseline - On-demand lit analysis, "Thank You, Ma'am"
 - Final - On-demand analysis, *Malala*
- Grade 7: As a grade level team, a total of 70% of all grade seven students improved at least one grade level rating.
 - Baseline - Scrooge analysis - miser or misanthrope?
 - Midpoint - *Wednesday Wars* characterization (on-demand)
 - Final - revision of *WW*
- Grade 8: As a grade level whole, our data shows 68% of students improved by at least two points in the Elaboration category on the Writing Rubric across two Writer's Workshop Argumentative units--Literary Essay, Position Paper.
 - Baseline - flash draft of theme analysis (short stories)
 - 2nd - Workshopped final draft
 - 3rd - Draft of argumentative essay

		○ Final - Workshopped final draft of argument essay	
Cause Being Addressed:	Strategies: (What is the sequence of activities that will lead to improved student results?)	Student Outcomes/Anticipated Results: (What will be accomplished by doing this?)	Evidence/Monitoring: (What evidence/data will we use to show that outcomes are being met?)
Students have not received enough explicit, direct instruction in all aspects of elaboration using modeling and frequent feedback.	Teach mini-lessons that use modeling (via peer and mentor texts) of specific writing skills to achieve effective Elaboration.	Students will apply skills and concepts taught in their writing.	Student writing samples & teacher observations
	Give students frequent, targeted feedback around Elaboration as defined by the Student Checklists.	Students will revise their work in accordance with feedback given.	Student revisions/student accounts of revision process
	Teach students to accurately assess their writing using the Student Checklists.	Students will be able to independently and realistically assess their Elaboration as defined on the Student Checklists	
	Provide thought prompts and sentence starters to students as scaffolds.	Students will be able to express more complex thoughts and elaborate on those thoughts with more independence.	Student writing samples
	Utilize anchor charts to clarify writing processes and strategies.	Students will be able to draft and revise with more independence.	Student writing samples