

Logic Model Template – Savannah-Chatham County

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<ul style="list-style-type: none"> • \$14 Million Supplemental Funds over 5 yrs. • MSAP Funded Magnet Schools (AB Williams, Hubert, and Savannah High) • 5 FTE central office staff • 13 Supplemental Resource Teachers in Magnet Schools • Special Supplemental STEAM Equipment and Supplies • Opportunity Zone Partners • STEAM Trainers University Participation • School Teacher Leadership Teams • School Planning and Management Teams • Student and Staff Support Teams • Parent Team • Business/Community Partnerships: • Volunteer scientists, engineers, and other STEAM professionals 	<ul style="list-style-type: none"> • Recruit certified administrators with specialized training in diversity and education of students from low-income families • Develop and implement outreach strategies to recruit a diverse pool of student applicants. • Recruit local businesses to invest in the Opportunity Zone schools. • Provide specialized STEAM educational materials. • Engage educators in professional learning experiences, including Comer training, Comer teams, STEAM project-based learning, STEAM equipment use and operation and curriculum-alignment activities.” • Pilot, implement, and revise, STEM/STEAM programs with K-12 students and teachers in underserved communities • Conduct annual parent and faculty retreats. 	<ul style="list-style-type: none"> • Competent certified administrators • Three magnet school choice programs (AB Williams, Hubert Middle and Savannah High) • Annual information sessions, marketing materials on school choice, and race- and economic-neutral lottery process • Ongoing program performance assessment • Ongoing business investment in schools located in Opportunity Zone • Improved community and parental perception • Highly trained teaching staff • Increased amount of specialized STEAM materials and equipment 	<ul style="list-style-type: none"> • Increased community awareness of magnet themes and activities • Increase 2% each year the magnet applications received from diverse racial and socioeconomic student populations • More community interest in school district success • Greater engagement in instructional program by students, teachers, and parents • Increase by 2% racial and economic diversity by 2nd year of implementation. • Increased parental participation in school council 	<ul style="list-style-type: none"> • Increase by 10% each year the number of participants in community and family engagement opportunity for magnet schools • Improved student academic offerings • Increased socioeconomic and racial diversity in the magnet project schools • Students who have interest in mathematics, science, and technology professions • Increase in number of teacher applications for vacant positions 	<ul style="list-style-type: none"> • A consistent pool of diverse student magnet applicants • A 10% increase in the number of students graduating and attending postsecondary schools by year 5. • Community pride in public schools • Increased capacity for magnet school success • Strong family interactions and parental involvement • Improved relations of families from diverse racial and socioeconomic backgrounds. • Students performing proficient or above on state assessments will increase by 10% by Year 5.

Logic Model Template – Savannah-Chatham County

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
	<ul style="list-style-type: none"> • Execute relevant evaluations. 	<ul style="list-style-type: none"> • At least 90% of MSAP Grant School educators will participate in a minimum of 25 hours of professional development training hours annually. • Structured student and parent participation in school program and activities • Restructured curriculum and instructional delivery approach • Structured teacher planning sessions 	<p>and PTA and other activities</p> <ul style="list-style-type: none"> • Improved teaching of diverse student body • Increased network of professionals for exchanging resources • Increase use of strategies to build STEAM project capacity • Increase number of highly qualified teachers 		
CONTEXT					
<p>More instructional funds need to devoted to mathematics and science instruction – schools must increase the number of minority and low income group students attending college and technical schools – teachers need competent professional development- district needs more participation of business and community partnerships -district needs sustained community support for thematic magnet schools - school instructional management needs improvement – schools need to improve academic performance of African American students – there is a need to increase the interest and participation of parents in schools.</p>					