



Logic Model

The theory of change for Texas ACE holds that students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in academic performance, attendance, behavior, and promotion and graduation rates of students.

Logic Model				
Needs	Center Goals	Implementation (Process Evaluation)		Outcomes (Outcome Evaluation)
		Inputs (Resources/Assets)	Outputs (Activities Provided and Implementation Fidelity)	
<p><i>Improve Academic Performance and Student Achievement for students performing below grade level while increasing differentiation and providing educational needs of special populations.</i></p>	<p><i>Support Hooks Elementary in their endeavor to increase academic performance in core day classes for students who are performing below grade level by providing small group intervention sessions and regular academic enrichment.</i></p>	<p><i>Center Staff, Core Day Teachers, Core Day Paraprofessionals, Principal, Assistant Principal, Counselor, Dyslexia Specialists, SPED Teacher, ESL Teacher, Site Coordinator, Project Director, and Family Engagement Specialist. Weekly Skyward reports, Progress report grades (every 3 weeks), Six weeks grades, STAAR scores, TPRI, Renaissance Star, TELPAS, checkpoints and benchmarks, and communication with core day teachers and staff.</i></p>	<ul style="list-style-type: none"> • <i>Small group intervention sessions (6-8 students) are offered during Academic Enrichment for math, reading, and EL.</i> • <i>Students performing below grade level in math and/or reading are offered a 45 min/day session x 1 day/week.</i> • <i>EL students are offered a 45 min/day session x 1 days/week of EL intervention in addition to math and reading intervention if needed.</i> • <i>Students performing below grade level are offered online individualized technology based resources such as Study Island, Vocabulary Spelling City, Imagine Math, ABC Mouse, Prodigy and IXL. Students are able to work at their</i> 	<ul style="list-style-type: none"> • <i>95% 3rd and 4th students show growth on STAAR tests.</i> • <i>Students will show 1 grade level increase on STAR Renaissance.</i> • <i>Kinder Kids Goal: 90% of students in Kinder Kids will be ready to move into the next grade level.</i>

			<p><i>own level and pace with these programs. These are offered during small group and academic enrichment.</i></p> <ul style="list-style-type: none"><i>•Morning Homework Help is offered M-F, 45 min/day. Students are provided homework help and online individualized technology based programs.</i><i>•Regular Academic Enrichment is offered M-Th, 45 min/day x 4 days a week for all students. If struggling students do not attend small group for the day, then they are in a regular academic enrichment class receiving help with their homework.</i><i>•Kinder Kids are offered homework help M-T, 45 min/day x 4 days/week by their school day classroom teachers who are certified.</i>	
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<p><i>Improve School Day Attendance</i></p>	<p><i>Support Hooks ISD in their endeavor to maintain excellent school day attendance</i></p>	<p><i>Site Coordinator, Principal, Assistant Principal, PEIMS Coordinator, School Secretary, Core Day Teachers, Center Staff, School Resource Officer, Counselor.</i></p>	<ul style="list-style-type: none"> •Provide students with fun and exciting enrichment activities that encourage school attendance. •Give older students choices of enrichment sessions to stimulate interest which will affect school day attendance. •Update schedule to provide new enrichment activities every 6-8 weeks. •ACE attendance incentives will be tied to school day attendance to promote excellent attendance. Examples include field trips and family engagement opportunities. 	<p><i>Attendance Goal: Maintain at least 96% or above daily average attendance.</i></p>

<p><i>Decrease Discretionary Removals</i></p>	<p><i>Support Hooks ISD in maintaining good behavior and decreasing discretionary removals from core day classes. The CIP indicates that the CHAMPS positive approach contributes to low number of office referrals.</i></p>	<p><i>Center Staff, Core Day Teachers, Core Day Paraprofessionals, Principal, Assistant Principal, Counselor, Dyslexia Specialists, SPED Teacher, ESL Teacher, GT Coordinator, Site Coordinator, Project Director, School Resource Officer, Counselor and Family Engagement Specialist.</i></p>	<ul style="list-style-type: none"> •<i>Scheduled meeting with Intervention Team (Principal, Assistant Principal, Counselor, Resource Office), and Communicate with Core Day Teachers,</i> •<i>Positive Behavior Incentives for students who behave well during the school day</i> •<i>Provide Character Education and promote school wide positive behavior campaigns (Examples: You Matter Club and Kindness Matters Campaign) 100% of ACE students will participate in You Matter Club and Kindness Matters Campaign</i> •<i>Provide Service Learning Opportunities to promote good behavior (Example: You Matter Club) 100% of ACE students will participate in You Matter Club</i> •<i>Provide Family Engagement Opportunities to promote a working relationship between parents/guardians to increase better behavior.</i> •<i>Provide students with hands on/cooperative learning opportunities that promote social/emotional growth.</i> 	<p><i>Behavior Goal: 100% of ACE students will have fewer than 3 discretionary office referrals during the school day for a semester.</i></p>
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<p><i>Excellent Promotion Rates and College Career and Military Readiness</i></p>	<p><i>Support Hooks ISD in their endeavor to ensure all students will have the necessary skills to continue their education.</i></p>	<p><i>Center Staff, Core Day Teachers, Core Day Paraprofessionals, Principal, Assistant Principal, Counselor, Dyslexia Specialists, SPED Teacher, ESL Teacher, Site Coordinator, Project Director, and Family Engagement Specialist. Weekly Skyward reports, Progress report grades (every 3 weeks), Six weeks grades, STAAR scores, TPRI, Renaissance Star, TELPAS, checkpoints and benchmarks, and communication with core day teachers and staff.</i></p>	<ul style="list-style-type: none"> •<i>Small group intervention as described above. (25 students participate in math, 29 students participate in reading, and 5 students participate in ESL)</i> •<i>Academic Enrichment as described above. (100 % ACE students participate)</i> •<i>Enrichment sessions as listed and described above.</i> •<i>All enrichment sessions will contain a CCMR component. Students will be introduced to different jobs, careers, and military opportunities related to every enrichment session. Students learn about different types of college degrees and trades as well as job, career, and military opportunities in the following sessions: Cooking, Fit Kids, Tech Time, Breakout EDU, Games Galore, Book Club, You Matter Club and Robotics.</i> •<i>Enrichment and Academic Sessions will be aligned to state standards</i> •<i>After school tutorials and enrichment sessions will be provided by school day classroom teachers during ACE (Students will be per school day teacher request).</i> •<i>Provide Academic Enrichment sessions to help students meet the challenging state academic standards. (Example: During Tech Time students will work on individualized computer programs that</i> 	<ul style="list-style-type: none"> •<i>100% of Academic and Enrichment sessions will contain CCMR lessons.</i> •<i>98% of Elementary ACE students will be promoted to the next grade level.</i>
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