



## 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>Students need to show an overall growth through multiple measurable factors including but not limited to; STAAR, mastery levels, grades with focus in math and reading.</i></p>	<p><i>Support Hooks Junior High in their endeavor to increase students' math and reading academic performance.</i></p>	<p><i>Core day teachers, assistant principal, principal, counselor, site coordinator, project director, and family engagement specialist, center staff, response to intervention coordinator, dyslexia coordinator</i></p> <p><i>Benchmark scores, STAR renaissance math and reading grade equivalent levels, STAAR scores, support curriculum TEKS data that shows assistance is needed, progress</i></p>	<ul style="list-style-type: none"> <li><i>Morning enrichment 10 regularly attending students M-F 45 mins 5x a week providing homework help, content enrichment games, social emotional skills</i></li> <li><i>Mindworks lessons (T-Th 120 minute session 2x a week)</i></li> <li><i>STAR renaissance math and reading test to check progress of students needing intervention</i></li> <li><i>small group (6-10 depending on after-school activity) interventions in math and reading</i></li> <li><i>enrichment activities - M-W 50 min session 2x daily x2 days a</i></li> </ul>	<p><i>By spring 2020, 95% of students attending regularly (45 or more days) will show growth in reading on the STAAR assessment growth scale compared to the previous tested year.</i></p> <p><i>By spring 2020, 95% of students attending regularly (45 or more days) will show growth in math on the STAAR</i></p>

		<p><i>report and report card data, skyward report, small group intervention, dyslexia program, communication with core day teachers</i></p>	<p><i>week (gardening, tech time, fit kids, cooking, art, STEAM, games galore)</i></p> <ul style="list-style-type: none"> <li>• <i>online individualized programs (studyisland, prodigy, IXL, spelling city)</i></li> <li>• <i>small group academic enrichment sessions (8-15 students) with homework assistance, accelerated math and reading levels, M-Th 50 min session daily x4 days a week</i></li> <li>• <i>Students will set individual goals and monitor throughout the year</i> <ul style="list-style-type: none"> <li>• <i>Future military and career readiness lessons embedded in mindworks (T-Th 120 min session, 2x a week), and enrichment activities (M-W 50 min session 2x daily x2 days a week)</i></li> </ul> </li> <li>• <i>WEIKART assessment tool</i></li> </ul>	<p><i>assessment growth scale compared to the previous tested year.</i></p> <p><i>90% of students 2 or more grade levels behind show a 1 grade level improvement on STAR Renaissance program in reading by spring 2019</i></p> <p><i>90% of students 2 or more grade levels behind show a 1 grade level improvement on STAR Renaissance program in math by spring 2020</i></p> <p><i>100% grade promotion rates at the end of the 2020 school year.</i></p> <p><i>WIEKART tool will give the center a rating of 3 or higher administered in spring.</i></p> <p><i>90% of students attending 45 or more days will report satisfaction with the program at the end of</i></p>
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				the 2020 school year..
<i>Increase in school day attendance</i>	<i>Support Hooks Junior High in their endeavor to increase students' school day attendance.</i>	<i>Core day teachers, assistant principal, principal, counselor, site coordinator, project director, and family engagement specialist, center staff, response to intervention coordinator, dyslexia coordinator, resource officer</i>  <i>Schoolwide attendance incentives, ACE attendance incentives</i>	<ul style="list-style-type: none"> <li>• <i>Provide students with engaging activities during ACE such as projects that require multiple day attendance (graphic design programs, coding classes, video production, fall performance practice)</i></li> <li>• <i>ACE attendance event incentives tied to school day attendance (specifically spring focused rewards)</i></li> <li>• <i>ARISE program completion</i></li> <li>• <i>Family engagement events</i></li> </ul>	<i>ACE students attending regularly will have a school day maintained average of 96% attendance throughout the current school year. This is a 1% increase from 19-20 school year.</i>
<i>Decrease discretionary and mandatory removals</i>	<i>Support Hooks Junior High in their endeavor to decrease discretionary removals from core day classes.</i>	<i>Core day teachers, assistant principal, principal, counselor, site coordinator, project director, and family engagement specialist, center staff, intervention coordinator, dyslexia coordinator, resource officer</i>  <i>Safe and civil school training, and positive behavior, interventions and supports curriculum,</i>	<ul style="list-style-type: none"> <li>• <i>Scheduled meetings with intervention team (principal, assistant principal, counselor, resource officers</i> <ul style="list-style-type: none"> <li>• <i>ARISE program</i></li> <li>• <i>student engagement</i></li> </ul> </li> <li>• <i>ACE behavior plan (incentives for students to maintain good behavior during school day,</i></li> <li>• <i>provide enrichment activities that are interest based on student surveys 50 min session 2x daily x2 days a week: gardening, tech time ex. Coding, video production, graphic design, fit kids,</i></li> </ul>	<i>This school year regular attending ACE students will decrease disciplinary issues by 10% from previous year's data by applying coping strategies and cooperative skills.</i>

			<p><i>cooking, art, STEM, woodworking, games galore these may change based on student voice and choice)</i></p> <ul style="list-style-type: none"><li>• <i>community service learning projects that focus on social emotional growth through You Matter Group beginning with individual worth, campus, school, community, and global service projects throughout the year</i></li><li>• <i>WEIKART assessment tool</i></li><li>• <i>Family engagement events</i></li></ul>	
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