

**Denton Independent School District**  
**Hodge Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Mission: Teach • Learn • Grow • Serve

Motto: Whatever it takes, no excuses.

## Vision

To create a collaborative learning community that nurtures the achievement of all.

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Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community .....	26
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Demographics:** Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implemented strategies, initiatives, programs, and services to meet their needs.

Hodge is a Two Way Dual Language school that is also a Title I campus. Hodge has a large percentage of At Risk and Limited English Proficient learners that require various intensive interventions to be successful, including academic interventions, social and emotional interventions, and behavioral interventions.

About 80% of the student population is economically disadvantaged. About half of the student population do not have English as their first language. Additionally, there has been an influx of newcomers, many of which are coming from situations where they have experienced various traumas. Their academic and emotional needs, on top of needing to learn English, are often high requiring additional resources.

More than two-thirds of our classrooms are Bilingual Classrooms, either One Way Dual Language Classrooms or Two Dual Language classrooms. It is crucial for these teachers and students to have curriculum resources and materials that are complimentary to one another so that teachers can be sure that students are receiving high quality tier one instruction in both languages.

The emotional demands on teachers and staff are incredibly high and we continue to need additional staff in an effort to alleviate the added demands and stress. The additional staff will provide additional services as well as allow for reduced teacher/student ratios. Hodge needs staff members who can serve bilingual special education students as well as bilingual dyslexic students. Hodge needs staff who can intervene and teach appropriate and healthy behaviors and support students and their families with social adjustment difficulties.

For additional information about the Hodge Learning Community, please refer to our "Welcome to Hodge" brochure that can be found in the addendum section of this plan.

**Established:** 1987

**Mascot:** Hawk

**Colors:** Red, Black, and White

**Mission:** Teach, Learn, Grow, Serve

**Vision:** A school that cultivates an inclusive, supportive community by valuing and incorporating students' life experiences while encouraging ownership of learning.

**Motto:** Together we learn, forever we grow!

**School Creed (Students):** LEAD: Listen to Others, Excellence in All We Do, Attitude for Success, Demonstrate Self-Control

**Staff Commitments: As members of the Hodge ES staff, we commit to:**

- **Creating a welcoming environment based on authentic relationships by partnering with families to meet the needs of the whole child.**
- **Connecting with students by building relationships and implementing behavior expectations to develop ownership of learning and school culture through RISE, CHAMPS, and Relationship Agreements.**
- **Meeting all students where they are by purposefully planning for engagement and providing meaningful and respectful tasks to help students meet their goals.**
- **Supporting cultural diversity, including language, through comprehensible input by adhering to current sheltered instructional practices.**
- **Utilizing Assessment for Learning strategies to maximize student learning and drive instruction.**
- **Analyzing team and individual data using a data dig protocol in order to determine focus and inform instruction across all tiers.**
- **Holding ourselves and each other accountable by adopting norms to create a comfortable and safe environment where we can ask for support when needed in order to improve team functionality and productivity.**
- **Engaging in shared decision making with a focus on student achievement.**
- **Taking risks, reflecting and learning from each other through vertical work, learning walks, lesson study, and PLCs to determine next steps for continuous improvement.**

**The overall campus demographics are:**

<b>Group</b>	<b>Count</b>	<b>Percent</b>
All	674	100%
PreK	22	3%
K	93	14%
1	101	16%
2	94	14%
3	117	18%
4	105	17%
5	117	18%
PABS	6	1%
COMS	18	2%
African American	51	7%
Hispanic	510	76%
White	89	13%
Other	24	4%
504	37	5%
Special Education	166	25%
Dual Language	461	68%
Emergent Bilingual	337	50%

Group	Count	Percent
Gifted and Talented	76	11%
Low SES	504	75%
At Risk	347	75%

**The staff demographics are:**

Group	Size
African American	5%
Hispanic	48%
White	43%
Other	4%

**Demographics Strengths**

- We have a high percentage of Bilingual Staff, including teachers, support personnel, interventionists in comparison to other campuses with similar demographics.
- We have a high percentage of Behavior Intervention/Counseling/SEL Staff in comparison to other campuses with similar demographics.
- ACE/CIS After School Program
- CIS Daytime Program
- Community Grocery Market for Families
- Community Clothes Closet for Families
- Multicultural Events and Family Nights
- Teacher sponsored after school clubs and programs including Taekwondo, GOAL, Ballet Folkloriko, Readers' Theatre, Choir, Book Club.
- Overall, the racial/ethnic demographics of the staff are similar to that of the students.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

**Problem Statement 2 (Prioritized):** Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

**Problem Statement 3 (Prioritized):** Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.

# Student Learning

## Student Learning Summary

Student Achievement - Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Hodge students are making strides in their social emotional, behavioral, and academic learning. We have identified a strong need for improvement of "Meets" across all grade levels and subject areas on state assessments. We have systems in place to allow teachers time for planning (PLC), intervening (WIN), and monitoring student progress (MTSS) that are built in to our master schedule. We have identified a need to increase student access to books, especially in Spanish. We value continuous professional development in the areas of Assessment for Learning, Dual Language, PLC, and Social Emotional Well Being. Our staff is engaging in the Texas Lesson Study, self directed professional development processes to learn and implement their learning into the lessons they craft. We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

Data points include STAAR, Benchmarks, Common Formative Assessments, and Report Card grades to address our students' learning gaps from previous years.

See below for specifics to the 22-23 STAAR results we are using to address strengths, challenges, and gaps.

## Comparing Hodge 21-22 to Hodge 22-23

D=Did Not Meet, A=Approaching, M (first in sequence)=Meets, M (second in sequence)=Masters

Y=Year: This is a direct comparison from one year to the next in the same grade level, subject, and language of test.

SG=Student Group: This is a comparison of the same student group year to year. Example: 3rd grade English Reading in 21-22 to 4th grade English Reading in 22-23.

Reading/ Writing D/A/M/M	3rd		4th		5th	
	Eng	Spn	Eng	Spn	Eng	Spn
21-22	20/33/27/20	68/26/6/0	36/23/19/22	27/37/13/23	24/23/18/35	43/28/15/14
22-23 Y SG	30/23/21/26 ---	45/28/26/2 ---	32/34/23/ 11 32/34/23/ 11	65/26/6/3 65/26/6/3	22/18/33/27 22/18/33/27	45/18/18/18 45/18/18/ 18

Math D/A/M/M	3rd	4th	5th
	Eng	Eng	Eng
21-22	22/35/20/24	41/26/12/11	21/35/21/23
22-23	24/35/22/8	36/36/17/10	19/25/36/10

Science D/A/M/M	5th
	Eng
21-22	28/34/19/19
22-23	39/29/21/11

### Comparing Hodge to District, Region, State

Expected Performance: As a campus with high needs, we determined the following ratings for Hodge.

Expected Performance: Around 5% points below District, Region, and State averaged performance.

Lower than Expected Performance: More than 7% points below District, Region, and State averaged performance.

Better than Expected Performance: On par or above District, Region, and State averaged performance.

	3rd	4th	5th
Reading/Writing Eng	Expected Performance	Lower than Expected	Expected Performance
Reading/Writing Spn	Better than Expected	Lower than Expected	Lower than Expected
Math	Expected Performance	Expected Performance	Better than Expected
Science			Eng: Expected Perform. Spn: Better than Expected

### **Student Learning Strengths**

Student Achievement - Based on the results from the 2021-2022 School Report Card.

\* Hodge scored a C.

\* Hodge earned a distinction in Science.

Morning Clubs

RISE (SEL Lessons/CharacterStrong)

Check In/Check Out (CICO) Mentor Program

Student Recognition (Positive Office Referrals/Hodge High 5's/Announcements/Awards Assemblies)

Book of the Month Initiative

Use of AfL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

Benchmark Taller de Lectura y Escritura

PLC Extended Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Documented Interventions

## Teacher Directed Professional Development Sessions through Texas Lesson Study

ESSER Tutors

Newcomer Support (ESL)

Focus Groups

Explicit Direct Instruction

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

**Problem Statement 2 (Prioritized):** To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

# School Processes & Programs

## School Processes & Programs Summary

Curriculum, Instruction and Assessment - The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Technology - Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

School Context and Organization - School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Staff Quality, Recruitment and Retention - Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Hodge ES has several systems and programs in place to support students and teachers.

- \* STEAM clubs for all students every Friday.
- \* Restorative/Relational practices in classrooms for prevention and resolution of social issues.
- \* Reflection/Reset spaces for students to prepare emotionally and physically to participate successfully in class.
- \* RISE (social emotional) lessons are provided daily in all classrooms using CharacterStrong curriculum.
- \* Focus Groups for Shared Leadership and Decision Making
- \* Teacher Directed Professional Development Sessions with Texas Lesson Study practices.
- \* We need to increase positive visibility on social media to promote the success of our school. We will continue refreshing the building, such as replacing the carpet mural.
- \* Morning clubs that consist of Fine Arts (PE, Art, Yoga, Reading).
- \* After School Clubs: Martial Arts, Readers' Theatre, Ballet Folklorico, GOAL, Choir, Reading Club.
- \* Awards Assemblies on the half day Fridays.
- \* Classroom Behavior Support from Administration/Counseling Team

## Attendance

Year	ADA Rate
Current Year * As of 9.19.23	96.02
22-23	94.67
21-22	93.73
20-21	95.67
19-20	96.81
18-19	96.04

## School Processes & Programs Strengths

### Curriculum, Instruction and Assessment

- Creation of a Master Schedule that allows all grade level teachers to have the same conference period to collaborate and have PLCs during the school day
- Use of WIN Time to address HB4545/HB1416 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-led researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our grade levels
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

## Technology

- All staff trained in Seesaw, Google Classroom, and other apps on the Denton ISD portal to allow student access to material
- An increased use of technology for assessment and immediate feedback
- An increased use of technology to facilitate 504 and SpEd accommodations
- Willingness of staff to improve technology skills and integrate technology in lessons
- Strong support from campus technology staff
- We are a 1:1 Chromebook campus

#### School Context and Organization ~

- All Hodge certified staff have a leadership role on campus.
- Effective communication between staff and parents through TAC emails and school newsletters.
- Organized duty stations
- Supervision inside and outside the campus is actively monitored by staff
- Student/teacher interactions are positive.

#### Staff Quality, Recruitment and Retention

- "Welcome to Our School" Pamphlet provided to interviewees
- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth
- New Teacher Mentor Support and Monthly Meetings

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

# Perceptions

## Perceptions Summary

Family and Community Involvement - Family and Community Involvement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

School Culture and Climate - School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.

Hodge ES has several wonderful opportunities for families to engage with the school personnel, through evening events, clubs, and other family outreach events. The staff and students take pride in the mission and motto of our school. The campus needs in this area include increased parent communication and additional staff to support students and their families, such as another full time counselor. To help meet students' needs additional training on strategies for working with students who have experienced ACEs and/or living in extreme poverty is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff. The school needs to support PLC work by ensuring that it is goal driven and data fueled, continuing to emphasize support for bilingual students with special needs, and providing resources for WIN.

## Perceptions Strengths

Family and Community Involvement -

- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more
  
- High levels of social media and email and phone blast are keeping parents in the loop
  
- Celebration of Learning/ Winter Wonderland Family Nights
  
- Ballet Folklorico Club
  
- Holiday Support for Families

## School Culture and Climate ~

- Relationships built by staff with students
- Committed staff
- Staff is happy to be at work
- High but achievable expectations that allows students to reach goals
- Staff is helpful
- Teachers are involved
- Students living out our inclusive culture by helping peers and teachers
- Staff feels that administration is creating a positive culture
- Staff and students know, and live by, the school Mission and Motto

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

**Problem Statement 2 (Prioritized):** Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

# Priority Problem Statements

**Problem Statement 1:** Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

**Root Cause 4:**

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

**Root Cause 5:**

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

**Root Cause 6:**

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

**Root Cause 7:**

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.

**Root Cause 8:**

**Problem Statement 8 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Guiding Outcomes

## Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- \*Develop and maintain a culture where learning remains our first priority
- \*Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \*Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- \*Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- \*Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- \*Incorporate best practices into teaching, learning, technology and leadership
- \*Foster and support an advanced digital learning environment
- \*Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 1:** To increase student achievement for all students so that Hodge student achievement scores are aligned with District and State averages as evidenced by End of Year Assessments (iReady, STAAR, PNA, etc.) through engaging teachers in shared decision making, leadership opportunities, and teacher directed professional development through the PLC process.

### High Priority

### HB3 Guiding Outcome

**Evaluation Data Sources:** STAAR Simulation & STAAR summary reports, ELI/SELI data, PNA data, iReady data, Data and anecdotal conversations from PLC, Common Formative Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of eligible HB4545/HB1416 students will be served by May 2025 by providing tutorial opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers, Teaching &amp; Learning Department</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Interventionists/Instructional Coaches will support teachers by prioritizing instructional coaching in the first 6-9 weeks of school utilizing the Jim Knight, High Impact Coaching Model. They will collaborate with grade level PLCs to intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in % of meeting standard on assessments: STAAR Simulation &amp; STAAR, ELI/SELI, Common Formative Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware &amp; eSTAR to analyze student progress, Pre-MTSS Agenda &amp; MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School &amp; Literacy Libraries.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionists (Leda Byington, Jorge Ordonez, &amp; Colleen Moore) as monitored by administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Reading Interventionists - Title I, Part A - \$74,412.66, Reading Interventionists - State Compensatory Education (SCE) - \$140,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in % meeting standard on Inferencing and Comprehension per STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Academic coaching team, Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> SPED Referral Rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will support students in developing their writing skills by require written responses in all subject areas, explicitly teaching revising and editing skills, and providing opportunities for students to answer constructed response type questions in classroom practice and formal and informal testing in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % meeting standard: Student Assessments Formative and Summative results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The PLC Guiding Coalition will work to learn new strategies to support increased effectiveness in the grade level PLCs. Additionally the PLCs will plan, prepare, and lead campus wide professional development to ensure that we have the culture, understanding, knowledge, and skills to bring about transformative change for our learning community. Finally, the PLC Guiding Coalition will be tasked with facilitating campus wide, systematic Student Self Assessment Practices so that students are empowered to track their progress on essential standards in Math, Reading, and Writing.</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implement a 50/50 2 Way Dual Language Pilot for the district in Kinder and First grades so that students are receiving literacy instruction in both English and Spanish to support students' long term success in acquiring both languages and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity.</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement a Benchmark Curriculum Pilot for the district in Kinder through Fifth Grades so that students are receiving high quality literacy instruction in each language that compliments the instruction in other language. These resources, aligned between the two languages, will support teachers in planning and delivering high quality instruction resulting in students' long term success in acquiring both languages and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity.</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Utilize data from CLI and report card assessments to ensure the following goals for PreK students:</p> <ol style="list-style-type: none"> <li>1) 90% of Pre-K students can name 20 or more alphabet letters.</li> <li>2) 75% of Pre-K students can produce 20 or more letters.</li> <li>3) 75% of Pre-K students can blend sounds to make words.</li> </ol> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

**Problem Statement 2:** Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

### Student Learning

**Problem Statement 1:** To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

**Problem Statement 2:** To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

### School Processes & Programs

**Problem Statement 1:** Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

### Perceptions

**Problem Statement 1:** Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

**Guiding Outcome 2: Culture & Climate**

In pursuit of excellence, we will:

- \* Honor the dedication and professionalism of all staff
- \* Celebrate, respect and promote the value of diversity in our Denton ISD Community
- \* Support a working environment ensuring open and transparent communication
- \* Establish high expectations for success
- \* Instill in students a love of lifelong learning
- \* Foster a positive, welcoming environment encouraging parent and community partnerships
- \* Promote health, wellness and emotional well-being
- \* Effectively communicate achievements and recognitions to the Denton ISD community

**Performance Objective 1:** To improve the culture and climate for teaching and learning as evidenced by a 10% reduction in office referrals so that we can maximize students' time in the classroom receiving instruction and practicing/mastering learning objectives as well as supporting teacher and staff culture and climate as evidence by community and staff engagement data.

**High Priority**

**Evaluation Data Sources:** Enrollment Data, Staff Roster, CLT/Teacher observations, PTA Enrollment, Family Engagement Nights, Parent electronic communication, District Parent and Teacher Surveys, Campus Staff Surveys, Teaming / Planning Time/PLCs, Teacher Self Assessments, Professional Development Data, Walk Through Data, T-TESS evaluation data, Office Referral Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready through the use of Character Strong curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive, school ready behaviors, Decrease in chronically absent students, Improved School Culture, reduced time out of class/office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Perceptions 2</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a Behavior and Social Emotional Learning CHOICES Specialist at Hodge ES.</p> <p><b>Strategy's Expected Result/Impact:</b> The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Emily Basaldua</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Choices Behavior Interventionist - Title I, Part A - \$61,170.31</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, parent newsletters (containing education, tips, and advice), and parent events. Each year we will provide books for students to take home, strengthening the school-home connection.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthening relationships with parents will directly impact student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Parent Involvement Supplies and Food - Title I, Part A - \$2,607.79</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Communities In Schools of North Texas programming to meet the needs of economically disadvantaged, at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Yadira Galicia and Kiana Chance</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Perceptions 2</p> <p><b>Funding Sources:</b> CIS Daytime Counselor - Title I, Part A - \$16,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.</p>
<p><b>Problem Statement 2:</b> Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.</p>
<p><b>Problem Statement 3:</b> Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.</p>
Perceptions
<p><b>Problem Statement 2:</b> Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.</p>

# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionists		\$140,000.00
<b>Sub-Total</b>					<b>\$140,000.00</b>
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionists		\$74,412.66
2	1	2	Choices Behavior Interventionist		\$61,170.31
2	1	3	Parent Involvement Supplies and Food		\$2,607.79
2	1	4	CIS Daytime Counselor		\$16,000.00
<b>Sub-Total</b>					<b>\$154,190.76</b>

# Addendums

# Welcome to Hodge Elementary School!

We are so excited you are here and we cannot wait to get to know you! We are proud of our school, our students, and the work we do at Hodge ES.

**Welcome to the Hodge Hawk Family!**



## Check out this information, so that you can get to know us:

**Hodge ES is a very proud 2 Way Dual Language school.** At Hodge, everyone is bilingual. We all just have different levels of proficiencies in English and Spanish. Some of us can read and write and speak both languages very well. While others of us are more proficient in one language than the other. 2 Way Dual Language means that we have classes where students from English speaking homes and students from Spanish speaking homes are learning together, with some subjects being taught in Spanish, while other subjects are taught in English. In fact, over 60% of our students are participating in a dual language program. We believe in equalizing and elevating the Spanish language as much as possible since we live in a country where the English language is spoken all around us everywhere we go. We strive to provide all communication to our learning community in both languages.

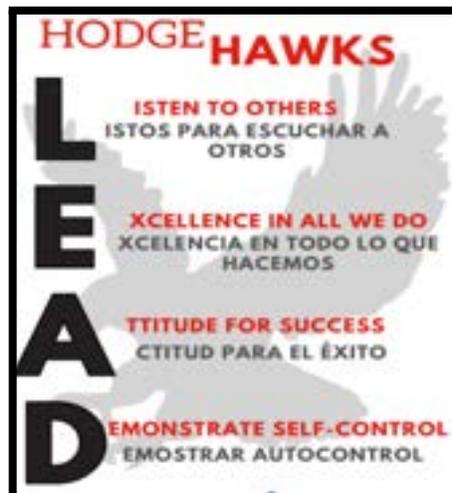
**At Hodge we believe in Student Leadership.** We have several After School Clubs and Student Leadership Organizations that demonstrate leadership throughout the school day, modeling best behaviors for students across the school.

### Student Leadership Organizations:

5th Grade Safety Patrol

4th Grade CHAMPS Ambassadors

3rd Grade Guiding Hawks



### After School Clubs:

Martial Arts

Readers' Theater

Kiwanis Kids

Choir

GOAL (Soccer)

Ballet Folklorico

**At Hodge, we believe in teaching the whole child.** Hodge ES is a Title 1 school. This means that many of our families have difficulty securing resources to provide for all their needs. We know that children must have certain needs met (clothing, food, shelter, emotional wellbeing, successful behaviors) before they are able to learn. Our teachers and staff work diligently to support all students' needs as well as that of their families.

**We believe that everyone, teachers and students alike, are growing and that we are collectively, and individually, on a path of continuous improvement.** We believe our students deserve the best instruction and we are constantly learning together to get better and better for them and to better support each other. Because, as Maya Angelou said, "When we know better, we do better." We believe that "knowing better" and "doing better" has a positive effect on our school community as well as our greater community. Our staff continuously engages in teacher directed professional learning, including Texas Lesson Study and

Professional Learning Communities. And our students continuously engage in progress monitoring and tracking of their own learning goals.

**Hodge ES needs YOU, parents!** We have a wonderful Parent Teacher Association (PTA) that works diligently to enrich our school environment, support ALL students in high levels of learning, and show appreciation to teachers. If you are interested in supporting the PTA, please contact [hodgehawskpta@gmail.com](mailto:hodgehawskpta@gmail.com). They would love to hear from you!

**Check out our Hodge Mission, Vision, Motto, and Staff Commitments:**

# Hodge Elementary School

## Learn • Teach • Grow • Serve

A school that cultivates an inclusive, supportive community by valuing and incorporating students' life experiences while encouraging ownership of learning.

# Together we learn, forever we grow!

## As members of the Hodge ES staff, we commit to:

- Creating a welcoming environment based on authentic relationships by partnering with families to meet the needs of the whole child.
- Connecting with students by building relationships and implementing behavior expectations to develop ownership of learning and school culture through RISE, CHAMPS, and Relationship Agreements.
- Meeting all students where they are by purposefully planning for engagement and providing meaningful and respectful tasks to help students meet their goals.
- Supporting cultural diversity, including language, through comprehensible input by adhering to current sheltered instructional practices.
- Utilizing Assessment for Learning strategies to maximize student learning and drive instruction.
- Analyzing team and individual data using a data dig protocol in order to determine focus and inform instruction across all tiers.
- Holding ourselves and each other accountable by adopting norms to create a comfortable and safe environment where we can ask for support when needed in order to improve team functionality and productivity.
- Engaging in shared decision making with a focus on student achievement.
- Taking risks, reflecting and learning from each other through vertical work, learning walks, lesson study, and PLCs to determine next steps for continuous improvement.

**Want to know more? Check out our:**

Website: <https://www.dentonisd.org/hodgees>

Facebook: <https://www.facebook.com/hodgeelementary>

**Hodge Elementary School**

3900 Grant Parkway

**Andrea Hare**  
**Principal**  
ahare@dentonisd.org

Denton, TX 76209  
940-369-2800

**Sarah Cruz**  
**Assistant Principal**  
scruz2@dentonisd.org

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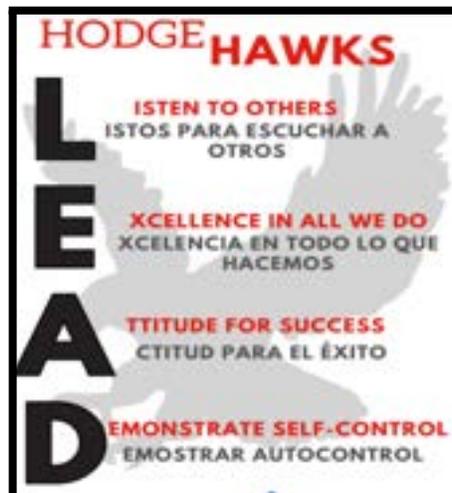
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**Sarah Cruz**  
Assistant Principal  
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