Denton Independent School District

Hodge Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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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Comprehensive Needs Assessment

Revised/Approved: April 26, 2022

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. 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.

Established: 1987

Mascot: Hawk

Colors: Red, Black, and White

Mission: Teach, Learn, Grow, Serve

Motto: Whatever it takes, no excuses.

The overall campus demographics are:

Group	Count	Percent
All	631	100
PreK	18	3
K	86	14

Group	Count	Percent
1	92	15
2	110	17
3	98	17
4	107	16
5	102	17
African American	60	7
Hispanic	468	74
White	527	17
Other	44	10
504	63	12
Special Education	115	18
LEP	305	48
Gifted & Talented	44	7
Econ. Status	457	72

The staff demographics are:

Group	Size
African American	5%
Hispanic	42%
White	49%
Other	3%

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 Staff in comparison to other campuses with similar demographics.

- ACE/CIS After School Program

- CIS Daytime Program

- Overall, the racial/ethnic demographics of the staff are similar to that of the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population, including bilingual certified and paraprofessional staff, counseling staff, behavior intervention staff, and special education certified and paraprofessional staff.

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 have identified a need for ongoing professional development in the areas of Assessment for Learning, Lucy Calkins, PLC, and Social Emotional Well Being. Our staff is engaging in the Texas Lesson Study, self directed professional develeopment proceses to learn and implement thier 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 Assessments, and Report Card grades to address our students' learning gaps from previous years.

See below for specifics to the 21-22 STAAR results we are using to address strengths, challenges, and gaps.

English

Assessment	% Approaches English - 2018-2019	% Approaches English - 2020-2021	% Approaches English - 2021-2
3rd Grade Reading	86	65	80
3rd Grade Math	79	56	65
4th Grade Reading	78	57	65
4th Grade Math	84	49	58
5th Grade Reading	89	74	76
5th Grade Math	100	81	79
5th Grade Science	88	72	72

Spanish

Assessment	% Approaches Spanish - 2018-2019	% Approaches Spanish - 2020-2021	% Approaches Spanish- 2021-2022
3rd Grade Reading	64	63	29

3rd Grade Math	100	67	0
4th Grade Reading	49	48	66
4th Grade Math	50	38	44
5th Grade Reading	100	73	57
5th Grade Math	---	75	43
5th Grade Science	25	67	57

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.

Book of the Month Initiative

Use of AfL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

PLC Extended Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Interventions

Teacher Directed Professional Development Sessions through Texas Lesson Study

Problem Statements Identifying Student Learning Needs

Problem Statement 1: To continue increasing student achievement in Reading and Math, and in response to HB4545, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time.

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.

* Focus Groups for Shared Leadership and Decision Making

* Teacher Directed Professional Development Sessions

* 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.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment
- Creation of a Master Schedule that allows all grade level teachers to have the same prioed off to colloborate and have PLCs during the school day
- Use of WIN Time to address HB4545 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 Criterias, Student Goal Setting, and Effective Questioing)

Technology

- All staff trained in Canvas 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 have a leadership role on campus.

- Effective communication between staff and parents through TAC emails and school neswleters.

- Organized duty stations

- Supervision inside and outside the campus is actively monitored by staff

- Student/teacher ineractions are positive.

Staff Quality, Recruitment and Retention

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth

Problem Statements Identifying School Processes & Programs Needs

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

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, transitions, 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: 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.

Priority Problem Statements

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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 as evidenced by a minimum of one year's growth in math and reading text level for all students through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

HB3 Guiding Outcome

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, ELI/SELI data, PNA data, Imagine Math & iStation data, Data and anecdotal conversations from PLC, Zone 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		
Strategy 1: 100% of eligible HB4545 students will be served by May 2022.	**Formative**		
Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Counselors, Teachers, C&I **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries. **Staff Responsible for Monitoring:** Reading Interventionists (Erica Salazar, Iris Ramirez, Stacy Shrestha, & Colleen Moore) as monitored by administration. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading Interventionists - Title I, Part A - $70,000, Reading Interventionists - State Compensatory Education (SCE) - $140,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, PNA, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, Math Closet. **Staff Responsible for Monitoring:** Math Coach/ Interventionist (Pam Hurst) as monitored by administration. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $35,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: TELPAS, LPAC data, STAAR Simulation & STAAR, SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries, Dual Language Agenda. **Staff Responsible for Monitoring:** Campus Interventionists (Zulma Mojica) as monitored by administration. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in % meeting standard on Figure 19 STAAR results. **Staff Responsible for Monitoring:** Academic coaching team, Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: Purchase effective research-based materials and technology in Math, Science, and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in % meeting standard: STAAR results , ELI/SELI/DRA BOY, MOY & EOY **Staff Responsible for Monitoring:** Principal and Academic Coaching Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Substitutes - Title I, Part A - $5,000			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: SPED Referral Rates **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Assessment Materials - Title I, Part A - $1,000			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Ongoing PD, through the Texas Lesson Study processes, to support the implementation of PLCs, the new TEKS, Assessment for Learning strategies, Lucy Calkins, and Two Way Dual Language.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Assessment Results to inform next steps.
 Staff Responsible for Monitoring: Coaches, Interventionists, and Administration
 	
 Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 10 Details	**Formative Reviews**		
Strategy 10: Provide additional access to books, specifically Spanish books.	**Formative**		
Strategy's Expected Result/Impact: Increased Student Achievement per Assessment Results	**Dec**	**Mar**	**May**

Staff Responsible for Monitoring: Deanna Seigler
 	
 Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 11 Details	**Formative Reviews**		
Strategy 11: Provide teachers with student intervention materials.	**Formative**		
Strategy's Expected Result/Impact: Increased Student Achievement per Assessment Results	**Dec**	**Mar**	**May**

Staff Responsible for Monitoring: Coaches, Interventionists, and Administration
 	
 Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 Funding Sources: Intervention Materials - Title I, Part A - $8,500			

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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 an increase of 20% on the staff engagement index on the Culture and Climate Survey results through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Surveys RTI Feedback Bully Prevention Data **Staff Responsible for Monitoring:** Administration; counselor; parent liaison; CIS Coordinator **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease in chronically absent students. Decrease in student behavior concerns. **Staff Responsible for Monitoring:** Administration and Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease in chronically absent students, Improved School Culture. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Maintain a Student Assistance Counselor at Hodge ES.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Sabrina Polk **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** At Risk Counselor - Title I, Part A - $83,000			

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Full time behavior interventionist to support students with their behaviors and social adjustment needs			
Strategy's Expected Result/Impact: Decrease in office referrals.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Shante Weaver			
Title I: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Behavior Interventionist Paraprofessional - Title I, Part A - $22,000			

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Reset room to prepare students emotionally and physically to be able to participate successfully in the classroom.			
Strategy's Expected Result/Impact: Decrease in office referrals.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Shante Weaver, Counselors			
Title I: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: Ongoing PD for teachers and other staff members on how to help students who have experienced ACEs feel connected, competent, and in control.			
Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results. Decrease in office referrals.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors			
Title I: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 8 Details	Formative Reviews		
Strategy 8: Meet with individual teachers each 9 weeks to further develop relationships, clarify expectations and provide support, and communicate appreciation.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide opportunities to students in each grade level to experience various arts and cultures in order to further develop appreciation for selves and others.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased Self-Esteem, Increased Sensitivity and Appreciation for Differences in Others, Increased Pride in our Hodge Hawk Community **Staff Responsible for Monitoring:** Andrea Hare, Special Areas Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 10 Details	Formative Reviews		
Strategy 10: Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, parent education classes, and parent events.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Strengthening relationships with parents will directly impact student achievement. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Supplies and Food - Title I, Part A - $2,100			

Strategy 11 Details	Formative Reviews		
Strategy 11: Through Focus Groups, all certified teachers will be engaged in shared leadership and decision making, shaping the culture of our school and the work it does for students, teachers, families, and the greater community.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase in efficacy for teachers. **Staff Responsible for Monitoring:** Andrea Hare, Rachel Hix, CLT **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 12 Details	Formative Reviews		
Strategy 12: Add a third counselor through Communities In Schools of North Texas daytime program.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Emily Basaldua **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** CIS Daytime Counselor - Title I, Part A - $12,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Campus Funding Summary

			State Compensatory Education (SCE)		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionists		$140,000.00
1	1	3	Math Interventionist		$35,000.00
				Sub-Total	$175,000.00
			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionists		$70,000.00
1	1	7	Substitutes		$5,000.00
1	1	8	Assessment Materials		$1,000.00
1	1	11	Intervention Materials		$8,500.00
2	1	4	At Risk Counselor		$83,000.00
2	1	5	Behavior Interventionist Paraprofessional		$22,000.00
2	1	10	Parent Involvement Supplies and Food		$2,100.00
2	1	12	CIS Daytime Counselor		$12,000.00
				Sub-Total	$203,600.00