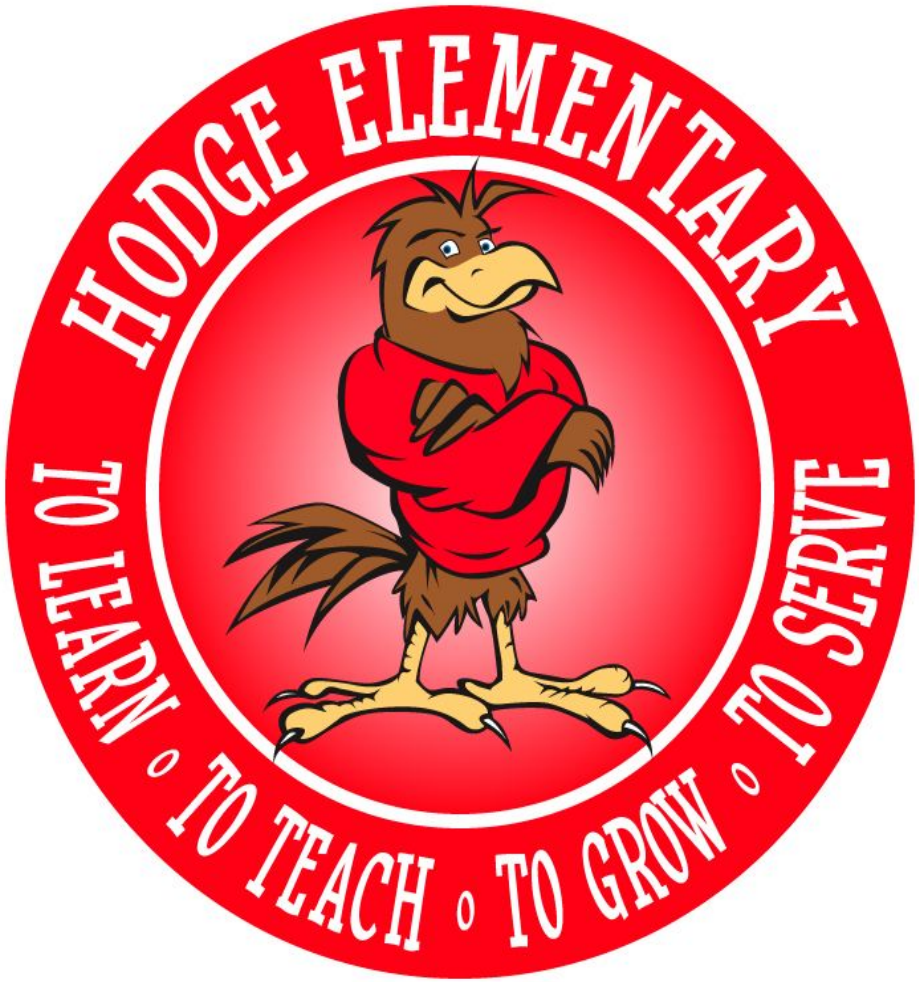
Hodge Elementary



Campus Improvement Plan 2016-17

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

To Teach. To Learn. To Grow. To Serve.

School Vision

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

School Values

Have respect
Work as a Team
Be Learner-centered
Have integrity
Be reflective

WIG 1: Increase Index 1 Performance Measure from 77 to 80 by improving Tier I instruction, interventions, and preventative programs.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Reading Interventionists (Sarah Cruz & Colleen Moore RR) as monitored by administration.	TI: $30,000 FTEs: 0.5 SCE: $90,000 FTEs: 1.5	1 2 3 4 5 6 8 9 10	Common Assessments Aware PLC + Agenda RTI Agenda Lesson Plans WIN plans School & Literacy Libraries	STAAR results DRA: BOY/MOY/EOY Data (common assessments)	
Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Math Coach/ Interventionist (Pam Hurst) as monitored by administration.	SCE: $60,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments Problem Solvers per six weeks PLC + Agenda RTI Agenda Math Closet WIN Plans	STAAR results Problem Solving Initiative Data (common assessments) KR Data	
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. *Addresses missed system safeguard.	Campus Interventionists (Zulma Mojica) as monitored by administration.	SCE: $60,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments PLC + Agenda RTI Agenda Dual Language Agenda	STAAR results SELI results TELPAS LPAC EOY Documentation	

WIG 1: Increase Index 1 Performance Measure from 77 to 80 by improving Tier I instruction, interventions, and preventative programs.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Train instructional coaches in listening and coaching protocol through Region XI. *Addresses missed system safeguard.	Reading and Math intervention ists (Sarah Cruz, Pam Hurst, Zulma Mojica)	TI: $3000	1 2 3 5 8 9 10	Teacher feedback Lesson plans PLC agenda Walk through data Agendas	STAAR results Data (common assessments) Reading inventory results (K-6)	
Align campus, district, and state assessments and ensure PLC, RtI and 504 work is aligned to these assessments. Create schedule for increased intervention time that targets the whole child--addressing social, emotional, and academic concerns. *Addresses missed system safeguard.	Andrea Hare	TI: $60,000 FTEs: 1.0	1 2 3 4 5 6 7 8 9 10	Master Schedule PLC Agendas 504 work Staff Development agendas Spotlight time surveys Common assessments	STAAR results	
Open Hodge Summer Library to students and parents to promote continuous reading and maintain student reading progress.	Colleen Moore, Andrea Hare, Sarah Cruz	TI: $5,000	1 2 3 4 5 6 7 8 9 10	Attendance totals Library book checkout totals	Reading inventory results (K-6) STAAR results	

WIG 1: Increase Index 1 Performance Measure from 77 to 80 by improving Tier I instruction, interventions, and preventative programs.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus paraprofessionals 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. *Addresses missed system safeguard.	Paraprofessional (JoAnn Parkerson & Kristie Sandoval) as monitored by administration.	TI: $20,000 FTEs: 1.0 TI: $20,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments PLC + Agenda RTI referrals WIN	STAAR results BOY/MOY/EOY results	
Introduce a 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.	Academic coaching team Classroom teachers	TI: $10,000	1 2 3 4 5 6 7 8 9 10	Lesson plans Walk-through data	Figure 19 STAAR results	
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, and manipulatives. *Addresses missed system safeguard.	Principal and academic coaching team	TI: $20,295	1 2 3 8 9 10	Common Assessments RTI Agendas WIN plans Small Group Intervention Lesson Plans All in Learning Data Walk-through data assessment data	STAAR results Skills Based Report DRA assessments; BOY, MOY & EOY	

WIG 1: Increase Index 1 Performance Measure from 77 to 80 by improving Tier I instruction, interventions, and preventative programs.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor. *Addresses missed system safeguard.	Administration	TI: $5,000	1 2 3 4 5 8 9 10	Campus Staff Development Plan Local Conferences EdLeave Number Talks Lead 4Ward	Student Assessments Formative and Summative results Teacher Surveys	

WIG 2: Maximize instructional time by Increasing student attendance rates from 97% to 97.5%						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Host a perfect-attendance assembly every 6-weeks to motivate students to attend school daily. *Addresses missed system safeguard.	Administration	TI: $500	1 2 6 7 10	Calendars Awards given to students	Increase in attendance rates. Increase in number of students participating in assemblies	
Send automatic e-mail/phone call for parents when a student misses a day of school. *Addresses missed system safeguard.	E-school, Receptionist		1 2 6 7 10	Attendance reports	Decrease in the number of students who are absent for consecutive days.	
Teachers will call parents of students who have missed 3 consecutive days of school. *Addresses missed system safeguard.	Teachers		1 2 6 7 10	Phone logs	Decrease in the number of students who are absent for consecutive days.	
Hire staff to communicate effectively with the dominant language groups represented at Hodge. *Addresses missed system safeguard.	Administration		1 2 6 7 10	School staff roster	Number of bilingual families participating in school events. Participation in additional parent training events	
Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school. *Addresses missed system safeguard.	Administration; counselor; parent liaison; CIS Coordinator		1 2 6 7 10	Food For Kids CIS program Play Therapy Counseling Community Resources University Interns Ready Rosie	Surveys RTI Feedback Bully Prevention Data	
Hold parent meetings for parents to learn how to better connect to Hodge communication efforts--technology literacy, how to help your child, etc. *Addresses missed system safeguard.	Parent Liaison, teachers, administration		1 2 6 7 10	Meeting agendas; sign-in sheets	More parents accessing electronic communication; more parents able to successfully register students independently during registration	
Ensure extra-curricular activities and groups	All Hodge	TI:	1	Student Council Student	Increased Student	

WIG 2: Maximize instructional time by Increasing student attendance rates from 97% to 97.5%						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.	stakeholders	$200	2 6 7 10	Recycling Team CIS after school program	Achievement Increased Student Progress Closing the Achievement GAP Campus Data	
Hire a part-time parent liaison to follow-up on chronic student attendance concerns. *Addresses missed system safeguard.	Kristie Sandoval	TI: $10,000 FTEs: 0.5	1 2 3 4 5 6 7 8 9 10	Contract and schedule	Increase in student attendance rates. Increased parent involvement among Hispanic families.	

WIG 3: Increase "level III advanced" rates of STAAR from 5% in Science to 15% ; from 14% in Reading to 20%; from 11% in Writing to 15%, and from 15% in Math to 20%						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide extension activities for all students who have already demonstrated mastery of skills.	Teachers; coaches		1 2 3 5 9 10	lesson plans; PLC minutes/agendas; Classworks usage	STAAR Advanced Rates; EXPO referrals; standards-based grades (number of students receiving 3s and 4s)	
Provide students with extracurricular activities to apply their learning.	Teachers Administration	TI: $100	1 2 3 7 9 10	student council roster; Green Team roster; other clubs	ELI/SELI EOY results, STAAR results.	
All students will use data from district and grade level common assessments to update and revise their personal reading, Math, Science, and Writing goals. *Addresses missed system safeguard.	Literacy coaches and classroom teachers.		1	Reading and Writing goals reviewed and revised per six weeks	EOY of ELI/SELI STAAR results	
Running records mini-sessions, Going Deeper to help teachers assess and use results to drive instruction.	RR/DLL teachers, classroom teachers, and literacy coaches.		3 4 5 9 10	Classroom observations, Assessment Wall meetings.	ELI/SELI EOY results, running records, teacher binders	
Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses. *Addresses missed system safeguard.	NNAT tests	TI: $1,000	1 2 3 4 5 9 10	NNAT scores	SPED Referral rates	
EXPO teacher will be involved in WIN time to provide enrichment instruction for students who have demonstrated proficiency of	EXPO teacher		1 2 10	Schedule	Level III Advanced rates on STAAR. Level II Passing rates on STAAR.	

WIG 3: Increase "level III advanced" rates of STAAR from 5% in Science to 15% ; from 14% in Reading to 20%; from 11% in Writing to 15%, and from 15% in Math to 20%						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
standards. *Addresses missed system safeguard.						
Purchase additional instructional materials to align writing instruction across the campus. *Addresses missed system safeguard.	Instructional materials and curricular guides	TI: $5,000	1 2 3 5 9 10	Lesson plans	Writing scores	

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.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Walk Throughs PLC Notes Curriculum “Road Maps” STAAR Results ELI/SELI Results

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
PLC's are used to ensure all students are receiving appropriate interventions	More revising/editing teaching in daily instruction for 4th grade.
Most students know their learning targets	Common assessments for each grade level to evaluate rigor and provide teachers with targets.
Staff uses a working document (Google Drive) to lesson plan and make road maps	UBD assessments need to coincide/replace report card assessments
	More formative assessment options for report card grades.
	Ongoing formative checkpoints leading up to report card assessment
	Improved reading comprehension instruction in K-5, specifically for inferencing.
	Close the performance gaps in Science.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

In summary, we have determined there is a need for additional ongoing formative assessments aligned to the UBD units, report cards, and STAAR/ELI/KR.

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 implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment Data Staff Roster STAAR summary reports

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
Bi-Lingual Staff ACE / CIS Program	Large percentage of student population is economically disadvantaged leading to a large percentage at risk. Over half do not have English as first language. Need more staff to provide services and smaller teacher/student ratios.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

As a Title 1 campus, Hodge has a large percentage of at risk and limited english learners that require more intervention to be successful. Grants could be sought out to supplement Title 1 funding.

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.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

PTA Enrollment
Volunteer Hours
Family Engagement Nights
Parent electronic communication
District Parent and Teacher Surveys
Hodge Calendar

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
Communities in Schools	Parent Communication
Denton Food Bank	Lice Prevention
Clothing Closet	Bilingual Liaison to Increase Parent Involvement
Altrusa	Cultural Celebrations
Celebration of Learning, Winter Wonderland	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The campus needs in this area include increased parent communication. Lice prevention education for parents. Bilingual liaison to increase parent involvement in their child's learning. Increased cultural celebrations to celebrate all different groups of students.

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.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Teaming / Planning Time
Duty Rosters
Support Services
Professional Development
Surveys
STAAR scores
ELI/SELI scores
TELPAS scores
Staff survey

Master Schedule RTI

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
Keeping good teachers	Custodial needs
Teachers enjoy their jobs	Communication
Using student data during PLCs	Bilingual resources
Student expectations	Enhance the rigor of the curriculum

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Custodial needs and communication are the two main areas that need to be addressed. Also, the campus needs to increase bilingual resources and enhance the rigor of the curriculum.

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.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Staff survey, CLT member observations

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
We have high expectations for all students.	Training needed for working with students in poverty.
We believe all students can learn, and we teach that way.	Staff and administration communication.
We believe all students enjoy learning.	Overall cleanliness of the school.
We know the Hodge Motto and Mission	Activities to promote student pride.
We have added afterschool interest clubs for students.	Social skills training for K-2.
We offer several evening programs to celebrate learning and enrich academics and culture.	Improved communication with families.
	More teachers/personnel are needed to use their strengths to offer more interest clubs.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Hodge serves a high number of at-risk students which requires a lot of emotional and physical attention from staff. To help meet students enrich their school experience, more interest clubs should be added.

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.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher Records
Teacher self assessments
Professional Development Data
Walk throughs
T-TESS evaluation data
Staff survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
Students know what they are learning.	Teachers need additional training on using strong and weak work samples to enhance the use of learning targets with students.
Teacher-student interactions are positive.	Special Education staff who speak Spanish.
Teachers know the school's mission and motto.	Training in Technology.
Teachers believe they are effective. Teacher Leader meetings are very informative.	Grade level teams should work as PLCs to collaboratively plan instruction using data, research based best practices, and teacher expertise.
High staff retention.	Effective use of WIN time with all available resources used.
Grade level PLCs are strong and work with common goals for students.	Vertical teams need to be revamped.
When needs are communicated to administration, they are addressed quickly.	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The school needs to invest in technology training, continue to emphasize support for bilingual students with special needs, and pool available resources for WIN.

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.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

District Level STAAR 2016 results for Reading and Writing 3-5; District Level ELI K-2; STAAR simulation results 2015 & 2016; STAAR 2016 campus results 5th grade

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
Minimal gaps between all students and FREDs in Math, Reading, and Science	Significant gaps between males/females in Reading and Writing--girls outperforming boys (by 30% in some areas) (2014)
Improved gaps between males and females in reading (2015)	Significant gaps between non-FREDs and FREDs in Writing (2014)
Improved gap between males and females in science (2015)	Boys are outperforming girls in Science by 10% (2014)
	5th grade math significant gap of 21% between females and males (girls out performing males) (2016 STAAR results)

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

In summary, we have identified a strong need for improvement in the areas of 4th grade writing achievement and the gap of achievement between males and females in 5th grade math. We also need to improve in the area of Science and Writing--especially for LEP and Hispanic subgroups.

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.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Staff survey, PDAS evaluations

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
We have sufficient technology to help children learn.	Continued training on how to use technology during lessons to boost engagement.
Additional technology is being implemented in appropriate classrooms, including interactive whiteboards/projectors.	Need more for kids to access tools easily.
Additional Chromebooks are coming to certain grade-level classrooms from the district initiative.	Find ways to provide better access to technology for students at home.
A committee was dedicated to creating a vision for Hodge technology	Find ways to supplement technology communication for low-income families who lack necessary hardware.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning.

Summary of Priority Needs

Demographics...

As a Title 1 campus, Hodge has a large percentage of at risk and limited english learners that require more intervention to be successful. Grants could be sought out to supplement Title 1 funding.

Student Achievement...

In summary, we have identified a strong need for improvement in the areas of 4th grade writing achievement and the gap of achievement between males and females in 5th grade math.

School Culture and Climate...

Hodge serves a high number of at-risk students which requires a lot of emotional and physical attention from staff. To help meet students enrich their school experience, more interest clubs should be added.

Staff Quality, Recruitment and Retention...

The school needs to invest in technology training, continue to emphasize support for bilingual students with special needs, and pool available resources for WIN.

Curriculum, Instruction, and Assessment...

In summary, we have determined there is a need for additional ongoing formative assessments aligned to the UBD units, report cards, and STAAR/ELI/KR.

Family and Community Involvement...

The campus needs in this area include increased parent communication. Lice prevention education for parents. Bilingual liaison to increase parent involvement in their child's learning. Increased cultural celebrations to celebrate all different groups of students.

School Context and Organization...

Custodial needs and communication are the two main areas that need to be addressed. Also, the campus needs to increase bilingual resources and enhance the rigor of the curriculum.

Technology...

We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Leslie Klausing
Teacher	Narda Harber
Teacher	Lauren Powers
Teacher	Eunice Ruiz
Teacher	Liz Reyna
Teacher	Esmeralda Gamez
Teacher	Brandon Miller
Campus-Based Nonteaching Professional	Patty Jensen
Campus-Based Para or Operations Staff Rep	Kristie Sandoval
District-Level Professional	Julie Zwahr
Parent Rep	Adriana Garcia
Community Rep	Claudia Sanchez
Community Rep	Perry Patrick
Business Rep	
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
September 27, 2016	3:15 pm	Hodge Library
October 25, 2017	3:15 pm	Hodge Library
January 24, 2017	3:15 pm	Hodge Library
February 28, 2017	3:15 pm	Hodge Library
March 28, 2017	3:15 pm	Hodge Library
Apr. 25, 2017	3:15 pm	Hodge Library
May 23, 2017	3:15 pm	Hodge Library