School Support and Readiness Assessment & School Monitoring Visit Summary
Beginning of Year
(SSRA/SITM-BOY)

School: Hodgin Elementary	**LEA**: Albuquerque Public Schools
School Leader: Tonya McCullough	**LEA Leader**: Gabriella Blakey
SSRA Team Leader: Jim Schapekahm	**Date**: October 29, 2024

School Description

Hodgin Community School, established in 1958, has served as a cornerstone of education within the Albuquerque Public School district for over six decades. As a longstanding elementary school, it is committed to fostering a supportive and inclusive learning environment. The school primarily serves students from low socioeconomic backgrounds, reflecting its dedication to equity, academic growth, and community engagement. Hodgin emphasizes the importance of addressing educational and social needs, offering various support programs to ensure every student can thrive. Serving pre-kindergarten through fifth grade, Hodgin currently enrolls 393 students, with 100% of its student body qualifying for Title I services.

Hodgin is actively developing a mission statement and engaging in discussions to create one that aligns with its transformative process. The instructional council at Hodgin is revisiting the vision and mission statement to ensure it supports this new transformational focus.

The current vision statement is: *"Believe in, Encourage, Support, and Teach one another to become lifelong learners by… Acknowledging Diversity, Setting Goals, Providing Engaging Curriculum, Expecting Self Direction and Personal Accountability, Making Learning Connections, Reflecting on Learning, and Inspiring All to Learn."*

Hodgin offers specialized programs to meet diverse student needs, including a Deaf and Hard of Hearing (DHH) program that serves nine students. Additionally, the school houses a DPC (Developmental Preschool Class) and SCS (Structured Communication Services) program for Pre-K and a New Mexico Pre-K program. With 45.2% of students identified as Students with Disabilities (SWD), Hodgin is committed to fostering an inclusive environment that provides personalized support to help every child succeed.

Hodgin's current demographic makeup is as follows:
African American   5%
Hispanic   53%
Multiple   6%
Native American   16%

White	15%
Asian American	5%

School Successes and Celebrations

Hodgin is in its second year as a Community School and parental involvement has notably increased, supported by schoolwide events and the popular Homework Diner initiative. The school's Parent Teacher Association (PTA) meets bi-weekly to organize student and family activities and fund programs such as "Popcorn Fridays" and perfect attendance incentives.

Academic success continues to be a focal point at Hodgin. Hodgin prides itself on a collaborative, family-like atmosphere among its teachers and staff. Educators actively support one another in refining their teaching practices, fostering a professional community focused on continuous growth and student achievement. The Deaf and Hard of Hearing (DHH) program also thrives with strong family and community engagement. They will continue their work with an in-depth exploration of Visual Phonics, led by the two DHH teachers, which is aligned with the overarching school goal of enhancing visual phonics instruction for all students.

Year-End Goals, Action Steps, and Progress Monitoring

Hodgin Elementary School has been designated Comprehensive Support and Improvement (CSI) for students with disabilities (SWD).

Hodgin Elementary got support from the district to develop its plan by looking at its 23/24 data and the beginning of year (BOY) data to identify gaps in learning and standards that were not mastered. A root cause analysis around adult behavior that impacts students was done, and they chose areas focusing on English language arts (ELA) and math while also writing in goals and actions to address and support the academic growth of English learners (ELs). Goals were set in these focus areas by looking at grade-level scores and then choosing realistic and ambitious goals that are achievable.

Current Data and Goal around CSI Student Performance SWD Designation:

The school's historical data is as follows:

NM-MSSA ELA Percent Proficient

Year	All Students	SWD
2022	19.8	7.2

2023	18.4	4.3
2024	19.2	7.8
2025 EOY Goal	27.3	15.8

NM-MSSA Math Percent Proficient

Year	All Students	SWD
2022	10.1	3.6
2023	10	3.2
2024	2.3	1.9
2025 EOY Goal	10.5	9.9

Science NM-ASR

Year	Grade 5	SWD
2022	22.8	5.3
2023	16.7	0
2024	16.7	16
2025 EOY Goal	24.7	23

Attendance Rate

Year	School
2022	
2023	87.1
2024	88.7
2025 MOY Goal	89.0
2025 EOY Goal	90.0

Performance Goals:

English Language Arts Summative Goal
- In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of SWD at Hodgin ES earning a score of proficient

or higher in English language arts as measured by NM-MSSA will increase from 7.8% during the 2023-2024 school year to 12.5% during the 2024-2025 school year.

Benchmark Goals
- The percentage of students at Hodgin ES earning a Level 4 or Level 5 on the Istation reading assessment will increase ten percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- The percentage of SWD at Hodgin ES earning a Level 4 or Level 5 on the Istation reading assessment will increase ten percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Math Summative Goal
- In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of SWD at Hodgin ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase from 1.9% during the 2023-2024 school year to 6.8% during the 2024-2025 school year.

Benchmark Goals
- The percentage of students at Hodgin ES scoring at or above grade level on the iReady math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- The percentage of SWD at Hodgin ES scoring at or above grade level on the iReady math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

English Language Proficiency
- The percentage of ELs enrolled in grades 1-5 at Hodgin ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation reading assessment will increase ten percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Science
- In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of SWD at Hodgin ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 16.0% during the 2023-2024 school year to 20.2% during the 2024-2025 school year.

- In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 5th-grade students at Hodgin ES scoring at or above grade level on the iReady math assessment will increase ten percentage points from MOY

during the 2023-2024 school year to MOY during the 2024-2025 school year.

- In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 5th-grade SWD at Hodgin ES scoring at or above grade level on the iReady math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Desired Outcomes, Action Steps, Monitoring

Focus Area: Layer One Instruction/interventions - ELA
- 100% of all teachers will use differentiated ELA instructional strategies to address skill gaps and implement academic vocabulary into lessons 100% of the time, as measured by walkthroughs, small group lesson plans, and staff meeting data talks.

Critical Actions:
- All teachers analyze student ELA data for skill gaps and plan differentiated small-group instruction.
- All teachers implement differentiated instructional strategies to address skill gaps.
- All teachers implement schoolwide assessment strategies.
- All teachers implement ELA academic vocabulary into daily lessons.
- All general education teachers provide whole-group ELA instruction to all students, including SWD. Special education teachers provide scaffolded support in collaboration with general education teacher lessons.

Evidence for Progress
- 100% of all teachers will use differentiated ELA instructional strategies to address skill gaps and implement academic vocabulary into lessons as measured by walkthroughs, small group lesson plans, and staff meeting data talks.

READING/ELA

Istation Reading - All Students

Year	All Students	Grade - K	Grade - 1	Grade - 2
2022 - EOY	14.5	5.4	15.8	22.4
2023 - EOY	15.6	9.4	21.2	16.3
2024 - EOY	16.5	6.8	17.0	25.6
2025 - BOY	15.2	7.8	12.9	25.0
2025 MOY Goal	16.2	8.8	13.9	26
2025 EOY Goal	17.3	9.8	14.9	27

Istation Reading - SWD

Year	All Students	Grade - K	Grade - 1	Grade - 2
2022 - EOY	3.7	0.0	0.0	11.1
2023 - EOY	3.3	0.0	10.0	0.0
2024 - EOY	3.3	0.0	0.0	10.0
2025 - BOY	8.2	6.3	8.3	10.0
2025 MOY Goal	9.2	7.3	9.3	11
2025 EOY Goal	10.2	8.3	10.3	12

iReady Reading - All Students

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY	45	**	18.5	0
2023 - EOY	52	**	14.7	0
2024 - EOY	47.3	25.6 Istation	17.8	9.3
2025 - BOY	36.7	19.1	0	5.7
2025 MOY Goal	43	23	10	12.7
2025 EOY Goal	49.3	27.6	21.1	19.8

iReady Reading - SWD

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY	21.6	15	0	0
2023 - EOY	17.7	0	5.6	0
2024 - EOY	14.3	0	0	4.2
2025 - BOY	12	0	0	0
2025 MOY Goal	14	1	1	1
2025 EOY Goal	16.3	2	2	2

Focus Area: Layer 1 Instruction/interventions - Math
- 100% of all teachers will use differentiated math instructional strategies to address skill gaps and implement math academic vocabulary into lessons 100% of the time, as measured by walkthroughs, small group lesson plans, and staff meeting data talks.

Critical Actions
- Level 2/3 teachers receive stipends to attend Step by Step year-long virtual training during prep time or after school.
- All teachers analyze student math data for skill gaps and plan differentiated small-group instruction.
- All teachers implement differentiated instructional strategies to address math skill gaps.
- All teachers implement schoolwide assessment strategies.

- All teachers implement math academic vocabulary into daily lessons.
- All general education teachers provide whole-group math instruction to all students, including SWD. Special education teachers provide scaffolded support in collaboration with general education teacher lessons.

Evidence for Progress
- 100% of all teachers will use differentiated instructional strategies to address math skill gaps and implement academic vocabulary into lessons as measured by walkthroughs, small group lesson plans, and staff meeting data talks.

MATH
Istation Math - All Students

Year	All Students	Grade - K	Grade - 1	Grade - 2
2022 - EOY	18.6	13.2	35.6	6.7
2023 - EOY	0	0	0	0
2024 - EOY	29	27.1	39.6	18.6
2025 - BOY	14	11.5	17.7	12
2025 MOY Goal	15	12.5	23.7	22
2025 EOY Goal	16	13.5	29.1	41.6

Istation Math - SWD

Year	All Students	Grade - K	Grade - 1	Grade - 2
2022 - EOY	8.1	0	18.8	0
2023 - EOY	0	0	0	0
2024 - EOY	13.5	21.4	15.4	0
2025 - BOY	5	0	8.3	8.3
2025 MOY Goal	6	1	16	12.3
2025 EOY Goal	7	2	23.4	17.4

iReady Math - All Students

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY	34.7	6	18.8	5.7
2023 - EOY	44.4	12.7	7.8	15.3
2024 - EOY	42.3	16	8.3	7
2025 - BOY	18.7	4.3	0	1.9
2025 MOY Goal	30	11.3	9	4.5
2025 EOY Goal	44.3	18	18	10.3

iReady Math - SWD

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY	14.3	0	0	0

2023 - EOY	20.3	8.3	4.3	0
2024 - EOY	15.5	6.7	0	8.3
2025 - BOY	7.7	0	0	0
2025 MOY Goal	8.7	1	4	1
2025 EOY Goal	9.7	2	8.7	2

Focus Area: Layer 1 Instruction/interventions – ELP
- 100% of all teachers will review EL progress and implement sheltered instructional strategies 100% of the time as measured by walkthroughs, data collaboration, and/or anecdotal notes.

Critical Actions
- All teachers identify their rostered ELs.
- All teachers analyze EL Istation ELA progress monitoring data to identify skill gaps and progress.
- All teachers implement sheltered instruction strategies for ELs based on data analysis.
- Special education teachers provide scaffolded support in collaboration with general education lessons for EL students with disabilities.

Evidence for Progress
- 100% of all teachers will review EL progress and implement sheltered instructional strategies 60% of the time as measured by walkthroughs, data collaboration, and/or anecdotal notes.

Focus Area: Layer 1 Instruction/interventions - Science
- 100% of all teachers will incorporate reading and writing into weekly Mystery Science lessons 100% of the time, as measured by student walkthroughs and work samples.

Critical Actions
- All teachers prepare reading and writing elements for Mystery Science lessons.
- All teachers implement the reading and writing elements during Mystery Science lessons.
- All general and special education teachers pre-teach Mystery Science vocabulary before each unit.
- All staff meeting data talks include a review of Mystery Science writing student work samples.

Evidence for Progress
- 100% of all teachers will incorporate reading and writing into weekly Mystery Science lessons as measured by student walkthroughs and work samples.

DOMAIN 2: LEADERSHIP

Promising Practices:
Hodgin is a school that fosters a welcoming environment through active family and community involvement, encouraging everyone to feel included through shared events and activities that celebrate diversity and promote unity. Teachers at Hodgin form a close-knit, collaborative community focused on continuous improvement and prioritizing what's best for their students, creating a supportive and inspiring atmosphere for learning. They also maintain strong connections with parents by utilizing various messaging tools, ensuring open and effective communication that keeps families engaged and informed. Hodgin strengthens bonds within the school community through these efforts, making it a place where everyone feels valued and connected.

Opportunities for Growth:
An opportunity for growth at Hodgin lies in enhancing updates on student progress, particularly for SWD, by strengthening communication with parents. By increasing the frequency and clarity of progress updates, Hodgin can better support families in understanding their child's academic and developmental milestones, fostering a more informed and engaged partnership. Improving this communication pipeline will ensure that all parents, especially those of SWD, feel connected and empowered to support their child's learning journey. This commitment to regular, transparent updates presents an opportunity to build stronger, more inclusive relationships with all families.

Another opportunity for growth at Hodgin involves addressing teachers' concerns regarding support from school administration, particularly in onboarding and clear communication of the 90-Day Plan, as well as schoolwide policies and procedures. Teachers need clearer, more effective communication around key systems and procedures to ensure alignment and cohesion across all teams. Developing a robust onboarding program for new staff, with comprehensive guidance on the 90-Day Plan, can significantly improve this process. Additionally, pairing new hires with mentors would strengthen essential communication practices, foster community, and promote a consistent understanding of schoolwide goals and expectations. Hodgin can support a more unified, informed, and empowered teaching staff by prioritizing these steps.

Hodgin could also create dedicated time and an efficient schedule within the school day to focus on the 90-Day Plan, systems and procedures, and mentoring. Allocating regular, structured time for these initiatives would allow staff to engage more deeply with school goals, clarify procedures, and effectively collaborate. Establishing designated periods for mentoring sessions and 90-Day Plan discussions would also enhance alignment and understanding, particularly for new staff members. This intentional scheduling would provide teachers with the support and resources needed to foster a cohesive, goal-oriented environment that benefits staff and students.

Potential Next Steps:
To enhance communication with parents, especially those of SWD, Hodgin should initiate a comprehensive assessment of the current communication systems. This in-depth review will analyze the effectiveness of existing tools, platforms, and methods for sharing updates and information. Gathering feedback from parents, teachers, and staff will be crucial in understanding their experiences with the current systems; this can be done through surveys, focus groups, or one-on-one interviews to identify what is working well and what needs improvement.

Hodgin should conduct an in-depth review of current communication systems and collaborate with the instructional coach (IC) to identify strategic next steps for enhancing the onboarding process for new staff. This collaborative effort will focus on developing a comprehensive onboarding program that clearly outlines expectations and procedures, ensuring new hires are well-prepared for their roles. A key component of this program will be pairing new staff members with experienced mentors who can emphasize essential communication practices and provide ongoing support. By fostering a mentorship culture, Hodgin can promote effective communication strategies from the outset, enabling new educators to feel welcomed, informed, and confident in their ability to engage with parents, colleagues, and students. This initiative will streamline onboarding and create a more cohesive and supportive school environment.

Hodgin should allocate funds for substitute coverage to facilitate focused data discussions centered on the 90-Day Plan and the progress of SWD. By allowing teachers to collaborate without the constraints of their regular classroom responsibilities, these discussions can lead to deeper insights and more effective strategies for supporting SWD. This dedicated time will allow educators to analyze student data, share best practices, and align their efforts to ensure all students receive the attention and support they need. Implementing this step will enhance professional collaboration and reinforce Hodgin's commitment to improving educational outcomes for every student.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:
At Hodgin, Deaf and Hard of Hearing (DHH) teachers actively lead professional development sessions for staff, providing specialized training on strategies for effectively supporting DHH students. These sessions emphasize the importance of Visual Phonics, a unique approach that bridges gaps in phonemic awareness, enhancing literacy and communication skills for DHH learners. Educators at Hodgin are committed to using high-quality instructional materials that foster engagement and a deep understanding of content. At the same time, a shared approach to lesson planning among teachers ensures consistency and clarity in instruction across all classrooms.

Hodgin profoundly emphasizes students' social-emotional learning (SEL), recognizing that supporting students' mental and emotional health is fundamental to their growth and success. In addition, scheduled professional development with Stetson and Associates

will offer targeted insights into effective educational practices tailored for students with disabilities. These ongoing training sessions underscore Hodgin's commitment to inclusive, impactful education, equipping teachers with the tools to meet diverse learning needs and fostering a nurturing, equitable learning environment for all students.

Opportunities for Growth:
An opportunity for growth at Hodgin is to enhance its educational environment through dedicated time for Professional Learning Communities (PLCs) and collaborative grade-level meetings focused on lesson planning. By establishing structured PLC time, educators can improve instructional practices, share innovative strategies, and analyze student data, particularly for SWD. This focus allows teachers to identify trends, assess progress, and tailor their approaches to meet diverse needs. Additionally, collaborative grade-level meetings promote alignment in curriculum goals and teaching methods, fostering a sense of teamwork among educators. As teachers design lessons together and share resources, they create a supportive learning environment that ultimately leads to improved student outcomes and a more cohesive educational experience for all at Hodgin.

Another opportunity at Hodgin is to enhance its educational framework by dedicating time to professional development sessions focused on effective SEL strategies. By prioritizing SEL training, educators can gain essential tools and techniques to support students' emotional and social well-being better. These dedicated sessions will empower teachers to understand and address the diverse emotional needs of their students, fostering a positive and inclusive classroom environment. Implementing professional development in SEL will enhance teachers' skills in recognizing and responding to students' emotional challenges and promote integrating SEL practices into everyday instruction. Focusing on social-emotional growth can improve student engagement, resilience, and overall academic success, creating a nurturing atmosphere where all students feel valued and supported. By investing in this area, Hodgin will strengthen its commitment to holistic education and the well-being of every student.

Hodgin can strengthen its support for SWD by implementing structured and aligned professional development (PD) focused on understanding and utilizing IEPs effectively. By dedicating time to PD that emphasizes IEP goals, accommodations, and strategies for SWD, teachers can gain a clearer, more unified approach to meeting diverse learning needs. This alignment will enhance instructional consistency, ensure that all educators are equipped with practical strategies, and promote a more inclusive classroom environment. Structured PD focused on SWD and IEPs will empower teachers to support each student's academic and social-emotional growth, leading to improved outcomes and a cohesive approach to special education at Hodgin.

Potential Next Steps:
Allocating funds for substitute teachers to cover classes during PLCs and grade-level meetings is a strategic investment for Hodgin. By providing teachers with dedicated time to collaborate and engage in meaningful discussions about instructional practices, curriculum alignment, and student progress, the school can enhance all students' education quality. This funding will allow educators to focus on analyzing student data, particularly for those with diverse needs, and sharing effective strategies that foster a supportive learning environment. The opportunity to meet regularly in a structured setting will promote professional growth and strengthen the sense of community among staff. Investing in these collaborative efforts will improve teaching effectiveness and better educational outcomes for students across the school.

To effectively implement professional development focused on restorative practices at Hodgin, the first step is to collaborate with the administration and the instructional council to identify qualified training providers with expertise in supporting educators dealing with challenging behaviors. Next, a needs assessment should be conducted to gather input from teachers, staff, and administrators to pinpoint specific challenges and tailor the professional development sessions accordingly. This collaborative approach will ensure that the training is relevant and aligned with the unique needs of Hodgin's educators and students, fostering a more supportive learning environment.

Allocating funds to enhance support for SWD, Hodgin can organize targeted professional development sessions with Stetson and Associates, focusing on best practices for IEPs. These sessions should include a comprehensive analysis of the IEP process, from development to implementation, and cover effective strategies for integrating IEP goals into daily instruction. Training should also address the best practices for writing clear, actionable IEPs that support student growth. By ensuring that all educators understand the full scope of IEPs and how to apply them, Hodgin can create a more supportive and effective learning environment for SWD.