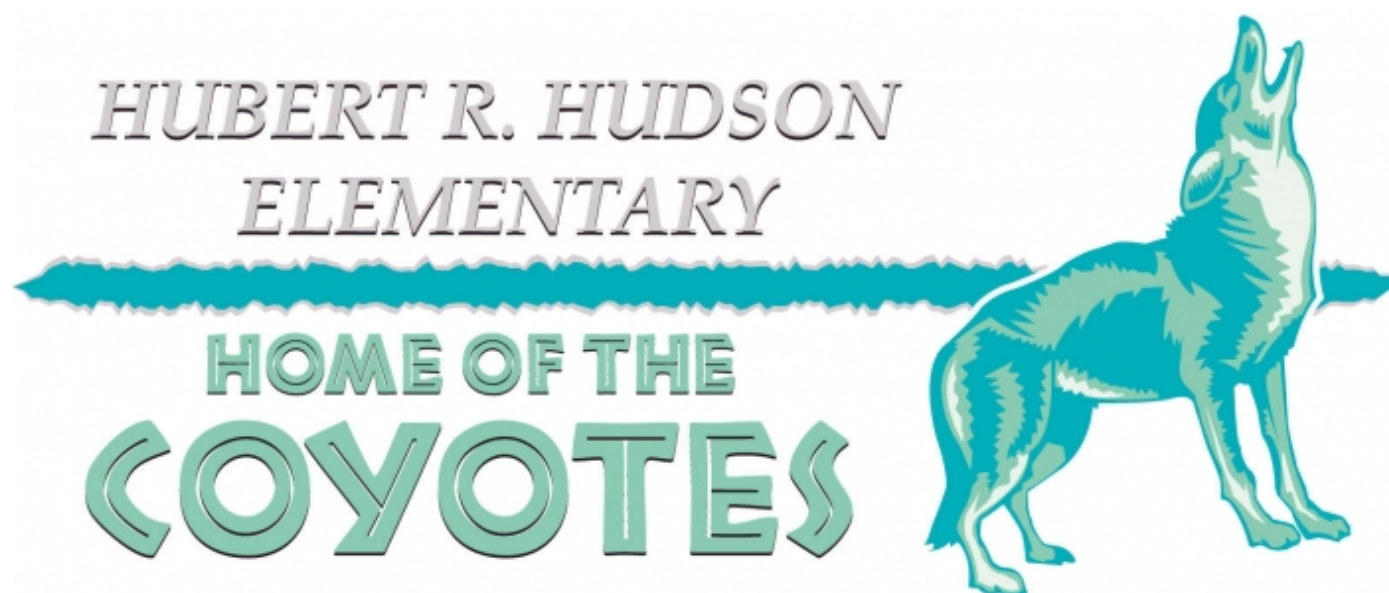


# Brownsville Independent School District

## Hudson Elementary

2019-2020



# **Mission Statement**

## **District Mission Statement**

**Brownsville Independent School District,  
rich in cultural heritage,  
will produce well-educated graduates  
who can pursue higher educational opportunities and  
who will become responsible citizens in a changing global  
society by utilizing all resources to provide equitable  
opportunities for students.**

## **Campus Mission Statement**

**The administration, faculty and staff at Hubert R. Hudson Elementary  
aspire to be partners in education by promoting involvement, raising student achievement and facilitating an environment of lifelong learning  
amongst students, parents, staff, and community through effective collaboration, teamwork, communication and the sharing of a common vision.**

# **Vision**

## **Campus Vision Statement**

**Rigor, Depth and Complexity Leading to Student Success**

# State Goals and Objectives

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# Table of Contents

Comprehensive Needs Assessment	7
Demographics	7
Student Academic Achievement	8
School Processes & Programs	10
Perceptions	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	16
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)	36
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	37
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	40
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	42
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	48
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)	52
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	54
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	57
State Compensatory	64
Budget for Hudson Elementary :	64
Personnel for Hudson Elementary :	65
Title I Schoolwide Elements	66
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	66
1.1: Comprehensive Needs Assessment	66

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	66
2.1: Campus Improvement Plan developed with appropriate stakeholders	66
2.2: Regular monitoring and revision	66
2.3: Available to parents and community in an understandable format and language	66
2.4: Opportunities for all children to meet State standards	67
2.5: Increased learning time and well-rounded education	67
2.6: Address needs of all students, particularly at-risk	68
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	68
3.1: Develop and distribute Parent and Family Engagement Policy	68
3.2: Offer flexible number of parent involvement meetings	68
Title I Personnel	69
2019-2020 Site Based Decision Making Committee	70
Campus Funding Summary	71

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hudson Elementary School is located in Brownsville, Texas. It is one of thirty-four elementary schools in Brownsville ISD; it is the home of 802 Pre-Kinder through 5<sup>th</sup> grade students. As reported in the 2017-2018 TAPR the campus employed 46.5 teachers, 6.4 professional support staff, 4 campus administrators, 17.0 educational aids for a total staff count of 74.7 employees. The student population includes: 97.3% Hispanics, 1.6% White, Asian 0.1%, 0% Pacific Islanders, 0.1% African American, and 0.1% Two or more races, 92.1% Economically Disadvantage, 7.9% Non-Educationally Disadvantage, 43.4% English Language Learner (ELL), 74.2% At-Risk, 11% Special Education. The Attendance Rate is 97.3% for all students, 97.3% for Economically Disadvantaged, and 96.5% for Special Education, 97.6% for EL students. 13.8% of Student Mobility. The retention rate is 3.3% for all students.

The following information originated from the 2017-2018 TAPR results.

Texas Accountability Inventory System (TAIS)

### Demographics Strengths

83% Of All 4th grade students Met Level II Phase II STAAR Reading.

93% of All 3rd grade students Met Level II Phase II on STAAR Math.

90% of All 4th grade students Met Level II Phase II on STAAR Math.

89% of All 5th grade students Met Level II Phase II on STAAR Math.

86% of All 5th grade students Met Level II Phase II on STAAR Reading.

### Demographics Needs:

1. Increase student attendance, provide additional incentives, increase parent liaison home visits.
2. Increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students.
3. Provide support services to economically disadvantaged students (At-Risk).

# Student Academic Achievement

## Student Academic Achievement Summary

Teachers have been trained on how to read and analyze data reports from Aware, Tango, and eSchoolPlus Failure Reports. Teachers meet weekly for grade level meetings and planning. All teachers, including tutorial teachers, have been trained in using supplemental resources and planning for differentiated instruction.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

	Campus	District
<b>Grade 3</b>		
Reading	78%	75%
Mathematics	91%	82%
<b>Grade 4</b>		
Reading	83%	74%
Mathematics	83%	79%
Writing	78 %	75%
<b>Grade 5</b>		
Reading	85%	85%
Mathematics	88%	93%
Science	78%	80%

## Student Academic Achievement Strengths

Hudson Elementary students Met Standard in State Accountability Rating. We also received the following Distinctions: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, and Post Secondary Readiness.

## Student Achievement Needs:



1. Increase fluency and comprehension across grade levels
2. Provide supplemental instructional support, resources, and general supplies to support classroom instruction
3. Increase extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level
4. Increase opportunities for technology in the classroom
5. Increase Professional Development opportunities for teachers
6. Monitor language acquisition of bilingual students to show academic progress.
7. Increase participation of students in full day PK3 and PK4 programs
8. Increase opportunities for data analysis meetings with administration and special education teachers
9. Recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc.

# School Processes & Programs

## School Processes & Programs Summary

In order to begin the preparation of college readiness, Hudson Elementary works to provide a state-of-the art, high quality education Curriculum, Instruction and Assessment is TEKS and data driven. Teachers follow BISD curriculum and supplement with state adopted textbooks and STAAR resources. Grade levels plan together and turn in weekly lesson plans, HOTS questions, and tests. Grade levels meet weekly with Administration to review assessments recording strengths and weaknesses. Students performing below grade level are grouped, placed on RTI's, and intervention procedures started. Students are recognized for passing scores, commended scores and for showing growth on six weeks benchmarks. After school tutorials are available for grades PK-5th. In addition, students are provided opportunities to learn through the use of technology in the areas of math, reading, writing, and science (i.e. laptops, math and science software, websites). Hudson Elementary strives to become a technology rich campus with many technological applications that will support learning.

Hudson Elementary uses a hiring committee composed of administration and faculty members. During interviews each committee members scores the applicants performance. Candidates are rated and decisions are made by the hiring committee. New teachers are assigned a mentor and are allowed time to observe other teachers and campuses. The T-TESS time lines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

The faculty and staff are notified of all campus activities and professional development through newsletters and emails. Each grade level and department has a lead teacher which is the main contact for the group. The lead teacher is responsible for grade level reports, acts as a voice for the team. The Campus handbook which includes all forms and schedules is reviewed and given to each faculty member at the beginning of the school year through the campus public server. Communication with parents is maintained on a daily basis through weekly folders and Class Dojo. Communication through newsletters, lead teachers, and email, and website is essential in the overall leadership and organization of the campus.

The campus TST needs: in the area of computers which include hardware and software. In addition the TST provides technical support for teachers and notifies teachers of professional development. TST assists teachers in the instruction of Technology, TEKS and activities.

## School Processes & Programs Strengths

### INSTRUCTIONAL AND CURRICULAR STRENGTHS:

- Knowledge of Curriculum components and TEKS
- Grade Level weekly planning
- Implementation of small group interventions

- Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances
- Teacher created assessments and benchmarks
- Data Analysis meetings
- Implementation of district and campus goals
- Support for interventions through tutorials, Extended Program, and Summer School

### **INSTRUCTIONAL AND CURRICULAR NEEDS:**

1. Increase fluency, vocabulary, writing, and comprehension across grade levels.
2. Increase TELPAS ratings and the number of students that exit the Bilingual program.
3. Provide additional instructional resources, materials, and supplies as needed for instructional use.
4. Increase the use of technology in the classrooms to support learning.
5. Provide additional professional development to teachers in the areas of Language Arts, Math, and Science as noted in the CNA Survey results.
6. Increase teacher preparation and student participation in programs such as Science Fair, Brainsville, Spelling Bee, UIL, Kids Vote, Chess, DI, Tutorial, Extended Day, Summer School, CATCH, etc.

### **PERSONNEL (RECRUIT/SUPPORT/RETAIN) STRENGTHS:**

- Interviews of teacher candidates include teaching a lesson
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provide the needed support to retain and recruit qualify teachers.
- Grade Level Mentor
- High-Quality certified Teachers
- Extensive data analysis and effective professional development for faculty and staff

### **PERSONNEL (RECRUIT/SUPPORT/RETAIN) NEEDS:**

7. Provide trainings that build instructional capacity and recognize teacher achievements.
8. Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure and meet student academic needs.
9. Provide support of new teachers through Mentor Teacher and professional development.

### **ORGANIZATIONAL AND ADMINISTRATIVE STRENGTHS:**

- Positive and supportive environment
- Walk-throughs in all departments
- Weekly grade level meetings with administration
- Monitor and follow-up students' academic achievements, RTI needs, interventions
- Effective communication between the administrative team, faculty, staff, parents, and community members
- Data Analysis Meetings provide teachers with understanding of data

#### **ORGANIZATIONAL AND ADMINISTRATIVE NEEDS:**

10. Scheduling of Horizontal and vertical alignment planning

11. Administration will monitor curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning

#### **TECHNOLOGY STRENGTHS:**

- Technology being used in different content areas
- Campus Newsletter and Website
- TST on campus
- School Website
- Computer access for students in all classrooms

#### **TECHNOLOGY NEEDS:**

12. Provide trainings on new textbook adoption, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH.

13. Update Hudson website every six weeks

14. Increase the number of computers in the classroom.

# Perceptions

## Perceptions Summary

As part of our Campus Needs Assessment, we provide parents, teachers, and students with surveys and questionnaires in order to enable them to provide feedback about how to improve and better serve our campus stakeholders. There is a lack of instructional technology and web-based technology in all classrooms. In addition, there is a need encourage staff to commit to quality work, incentives, and instruction in order to provide a safe and welcoming environment for all campus stakeholders. We need to increase participation in our weekly parental involvement meetings. Our campus needs to provide more on-going classroom management and data analysis teacher trainings.

## Perceptions Strengths

### PERCEPTION STRENGTHS:

- Administration is visible and available throughout the campus.
- Our school provides a clean and safe learning environment for all campus stakeholders. (Based on CNA 17-18)
- High expectations
- Parental Involvement Activities and meetigs
- Immediate feedback from campus administration by providing a weekly newsletter that includes recent developments, campus procedures, calendar, professional development and relevant school activities.
- Active participating in health and fitness, Fitness Gram, CATCH activities
- Positive faculty & staff culture
- Variety of after-school activities

### PERCEPTION NEEDS:

1. Increase parent participation in weekly meetings and activities in an effort to improve family engagement
2. Increase parent/teacher communication through different sources
3. Increase all stakeholder participation in surveys, campus, and district initiatives
4. Decrease student perception of bullies on campus (52% of students on 2018 CNA Survey) through counseling presentations
5. Increase college and professional awareness amongst all stakeholders

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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


# Goals

**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).**


**Performance Objective 1:** Hudson student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

**Evaluation Data Source(s) 1:** STAAR/EOC performance reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Dean of Instruction will provide instructional support to staff on district frameworks, research based strategies, and best practices addressed in district and campus professional development.</p> <p>Decano de Instruccion proporcionara apoyo instructivo al personal sobre marcos distritales, estrategias basadas en la investigacion y mejores practicas abordadas en el desarrollo profesional del distrito y del campus.</p> <p>Population: All Teachers</p> <p>Timeline: August 2019-May 2020</p> <p>CCNA: SPP5</p>		<p>Dean of Instruction, Principal, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist,</p>	<p>Formative: ERO session evaluations, walk-through forms, lesson plans</p> <p>Summative: STAAR Test Results EOY TPRI, Tejas Lee, C-PM</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Utilize research based instructional resources and targeted interventions to ensure that all students (NL, ELL, PD's, Sp. Ed.) are prepared to meet the demands of standardized assessment (local, state, and national). Snacks will be provided to students while STAAR testing and/or benchmarking. Substitutes will be made available for testing days. Supplies will be purchased to support supplement instruction especially in the areas of science, mathematics, and reading. Utilizar recursos de instruccion basados en la investigacion e intervenciones especificas para asegurar que todos los estudiantes (NL, ELL, PD's, Sp. Ed.) esten preparados para satisfacer las demandas de evaluacion estandarizada (local, estatal y nacional). Se proporcionaran aperitivos a los estudiantes mientras se prueba STAAR y/o benchmarking. Los sustitutos estaran disponibles para los dias de prueba. Los suministros se compraran para apoyar la instruccion de suplementos, especialmente en las areas de la ciencia, las matematicas y la lectura.</p> <p>STAAR Resources Materials  Forde-Ferrier Information Reading Passages  STEMscopes Texas  Mentoring Minds  TEKas Target Practice for Mathematics, Grades 1-5  Countdown to Reading STAAR  Edusmart  Math Manupulatives  Tango Central/Tango Trends  Review 360  6+1 Writing Traits  Bilingual Resources  SIOP  Esperanza/LE I &amp; II  Early Childhood Resources Circle  RTI Tier Model  TLI Routines/Strategies  Reach/ESL  NIE</p>	2.4	Pk-5th grade Teachers, Principal Dean of Instruction, Lead Teachers, Curriculum Specialist	<p>Formative: Walk-through forms, Istation usage reports, Think through Math usage reports, Progress reports, progress monitoring assessments, benchmarks</p> <p>Summative: Increase student promotional rates, STAAR Scores, EOY TPRI, Tejas Lee, C-PM results</p>				


Stanford/Aprenda  
Figure 19  
Dictionaries  
Bilingual Dictionaries  
Empowering Writers  
LION  
HATCH  
Education Galaxy


Population: All Students, AR, TI, MI, AR,  
ELL/PD Students


Timeline: August 2019 to May 2020


CCNA: SAA2, SPP3


**Funding Sources:** 162 State Compensatory - 26350.00, 211 Title I-A - 105807.00, 199 Local funds - 37751.00



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Improve instruction for all students including ELL, Parental Denials, Special Education, At-Risk, GT and Economically Disadvantaged students by providing teachers focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension ( oral language skills, that increase listening/speaking/reading and writing proficiency), SIOP, and intervention strategies based on student performance data to close the achievement gap and demonstrate academic and social progress. (PPCD, SFL, and Life Skills) At the same time, address the need to increase parental involvement.</p> <p>Mejorar la instruccion para todos los estudiantes, incluyendo ELL, Negaciones Parentales, Educacion Especial, En Riesgo, GT y Estudiantes Economicamente Desfavorecidos proporcionando a los maestros oportunidades de aprendizaje enfocadas tales como reuniones basadas en estrategias colaborativas, investigacion desarrollo profesional anclado que apoya la comprension de la lectura (habilidades del lenguaje oral, que aumentan el dominio de la escucha / hablar / lectura y escritura), SIOP, y estrategias de intervencion basadas en los datos de rendimiento de los estudiantes para cerrar el logro brecha y demostrar el progreso academico y social. (PPCD, SFL y Habilidades para la Vida) Al mismo tiempo, abordar la necesidad de aumentar la participacion de los padres.</p> <p>Population: Regular education, Sp.Ed. Migrant, At Risk. Bilingual, PD's, GT students</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: D2-4, SAA5, SPP5-8</p>	2.6	PK-5th grade Teachers, Principal Dean of Instruction, Teacher Specialist, Lead Teachers, Curriculum Specialist	<p>Formative: ERO evaluations, walk-through forms, STAAR Benchmark Scores, MOY TPRI, Tejas Lee, CPalls scores, Six Weeks LION testing scores, Progress reports</p> <p>Summative: STAAR results, EOY TPRI, Tejas Lee, C-PM</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide teachers with the necessary support, including appropriate researched based strategies, to implement the campus initiatives to meet the needs of all students and ensure their success. Students will be able to visit the campus library on a weekly basis.</p> <p>Proporcionar a los maestros el apoyo necesario, incluyendo estrategias adecuadas basadas en investigacion, para implementar las iniciativas del campus para satisfacer las necesidades de todos los estudiantes y asegurar su exito. Los estudiantes podran visitar la biblioteca del campus semanalmente.</p> <p>Science Fair            Brainsville            Spelling Bee            Review 360            6+1 Traits            Balanced Literacy Model            Tango Central/Tango Trends            EduSmart            History Fair            Brownsville Kids Vote            ECH Symposium            TLI Routines/Strategies            ELA Summit            Inclusion            Special Olympics            SIOP/ELPS            Bilingual Model            ELL Portfolio            Reach            MindPlay            Accelerated Reader Point            100 Day of School            Chess            Destination Imagination            Week of the Young Child Activities            Career Day</p> <p>Population: Regular Education, Sp.Ed. Migrant, At Risk. Bilingual, PD's and GT teachers.</p>	2.4	Principal, Dean of Instruction, PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist	<p>Formative:            ERO Session Evaluations, Walk-through forms,</p> <p>Summative:            Event attendance reports, EOY usage reports for Istation, Mindplay, and Think Through Math</p>				


Timeline: August 2019 - May 2020  CCNA: SPP6	<b>Funding Sources:</b> 211 Title I-A - 0.00						
5) Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job embedded staff development. Construir capacidad de instruccion a traves del uso de grupos de cohortes de lideres de equipo y proporcionar a estos participantes con el desarrollo de personal integrado en el trabajo.  Lead Teachers Grade level teachers ELPS GT Dyslexia SIOP TLI Routines/Strategies Data Informed Plan Special Education  Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT teachers  Timeline August 2019 - May 2020  CCNA: SPP7		Principal, Dean of Instruction, PK- 5th grade Teachers, Lead Teachers Curriculum Specialist	Formative: ERO session evaluations, walk-throughs, STAAR Benchmark results, MOY TPRI, Tejas Lee and CPMA  Summative: STAAR Results, EOY TPRI, Tejas Lee, C-PM reports				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide annual Response to Intervention (RTI) intervention training to be implemented through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Proporcionar capacitacion anual de intervencion de respuesta a la intervencion (RTI) que se implementara a traves del modelo de nivel RTI 3 con el fin de apoyar el crecimiento academico y el exito de los estudiantes.</p> <p>Population: All Regular education, SpEd., Migrant, At Risk. Bilingual students, Parental Denials, and GT students.</p> <p>Timeline: August 2019-May 2020</p> <p>CCNA: SPP8</p>		<p>Dean of Instruction, Principal, PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist</p>	<p>Formative: ERO session evaluations, walk-throughs, LessonPlans, Progress reports, Benchmarks, MOY results for TPRI, Tejas Lee, and CPMA</p> <p>Summative: EOY TPRI, Tejas , C-PM results, STAAR Scores</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Utilize instructional technology within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, clickers, Interactive whiteboards, calculators, projectors, document cameras, printers, ink, televisions, hardware and software, etc.) in order to differentiate instruction and meets students educational needs. Project Share TSLP courses, Office 365, One Cloud will further develop the professional learning communities.</p> <p>Utilizar tecnologia instructiva en el contexto de la instruccion en las areas basicas del plan de estudios, mediante el uso de una variedad de equipos tecnologicos (laboratorios informaticos, tablas interactivas, clickers, pizarras interactivas, calculadoras, proyectores, camaras de documentos, impresoras, tinta, televisores, hardware y software, etc.) con el fin de diferenciar la instruccion y satisfacer las necesidades educativas de los estudiantes. Cursos de Project Share TSLP, Office 365, One Cloud desarrollara aun mas las comunidades de aprendizaje profesional.</p> <p>Population: All Students, At-Risk, ELL, PD, Economically Disadvantaged</p> <p>Timeline: August 2019-May 2020</p> <p>CCNA: SAA4</p>	2.4	Principal, Dean of Instruction, PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist	<p>Formative: Walk-throughs, computer lab schedules, lesson plans, progress monitoring assessments</p> <p>Summative: Computer software usage reports, STAAR Scores, EOY Tejas Lee, TPRI, C-PM reports</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00, 199 Local funds - 0.00, 162 State Compensatory - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) The LPAC committee and teachers will monitor the language acquisition of ELL and Parental Denial students in order to ensure that students show academic progress.</p> <p>El comite de LPAC y los profesores supervisaran la adquisicion de idiomas de los estudiantes de ELL y de Negacion Parental con el fin de garantizar que los estudiantes muestren progreso academico.</p> <p>Population: ELL/ PD Students</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SAA6, SPP2</p>		LPAC Administrator, Bilingual Clerk, Principal, LPAC members, Classroom Teachers	<p>Formative: Walk-throughs, Mindplay reports, District and Campus Benchmarks, BOY and MOY TPRI, Tejas Lee, and C-PM reports, LPAC minutes, M1 M2 progress reports</p> <p>Summative: STAAR scores, TPRI, Tejas Lee, CPMA, Student promotion</p>				
<p>9) An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will be held annually in the Spring. Una orientacion para los ninos en edad preescolar de Head Start para ayudar con la transicion a la Primaria Hudson se llevara a cabo anualmente en la primavera.</p> <p>Population: Pre-school head start students.</p> <p>Timeline: January 2020- May 2020</p> <p>CCNA: P2</p>		Principal, campus administration, counselors, coaches teachers	<p>Formative: presentation attendance report</p> <p>Summative: Pre-Kinder enrollment and attendance reports</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Administration and Mentor Teacher will meet with New Teacher to assist with their professional development through mentoring of teaching strategies, classroom management, lesson planning, campus and assessment procedures, disgregation of data, etc. In addition to these and due to the high need of highly qualified teachers, stipends will be provided for lead teachers, supplemental duty, and bilingual. All teachers receive free health insurance, free, extensive and secured parking. Teachers also receive non-monetary incentives.</p> <p>Administracion y el profesor(a) mentor se reuniran con la nueva professor(a) para ayudar con su desarrollo profesional a traves de la tutoria de estrategias de ensenanza, gestion del aula, planificacion de lecciones, cursos de campus y evaluacion, segregacion de datos, etc. Ademas de estos y debido a la alta necesidad de maestros altamente calificados, se proporcionaran estipendios para los maestros principales, el deber suplementario y bilingue. Todos los profesores reciben seguro medico gratuito, estacionamiento gratuito, extenso y seguro. Los maestros tambien reciben incentivos no monetarios.</p> <p>Population: GT, Bilingual, Sp. Ed. General Ed. and regular education teachers</p> <p>Timeline: August 2019- May 2020</p> <p>CCNA: SPP9</p>		Principal, campus administration	<p>Formative: ERO session evaluations, Lesson Plans</p> <p>Summative: ERO transcripts, PDAS</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/C-PM, TPRI/Tejas Lee, SAT 10/ APRENDAS, STAAR, SELP/SSLP, benchmarks, TELPAS, and Houghton Mifflin Unit Assessments to provide reinforcement of Reading skills for all students. Students not meeting expectation will receive small group or one-to one instruction using MATH Pearson Mentoring Minds so that students master TEKS objectives and STAAR standards. Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr. Writing supplies will be provided as needed; binders, hole puncher, stapler, composition books, etc. Students will use Pearson Realize Science resources.</p> <p>El campus implementara un plan de evaluacion coordinado y sistematico a nivel de aula que incluye el uso de las evaluaciones de la unidad CIRCLE/C-PM, TPRI/Tejas Lee, SAT 10/ APRENDAS, STAAR, SELP/SSLP, puntos de referencia, TELPAS y Houghton Mifflin como refuerzo de las habilidades de lectura para todos los estudiantes. Los estudiantes que no cumplan con las expectativas recibiran una instruccion de grupo pequeno o uno a uno usando Math Pearson Mentoring Minds para que los estudiantes dominen los objetivos de TEKS y los estandares STAAR. Los estudiantes aprenderan el proceso de escritura y los rasgos de escritura para componer efectivamente una narrativa personal y un ensayo expositivo escribiendo durante todo el ano los andamios a lo largo de K-5th Gr. Los suministros de escritura se proporcionaran segun sea necesario; aglutinantes, perforador, grapadora, libros de composicion, etc. Los estudiantes utilizaran los recursos de Pearson Realize para la materia de ciencias.</p>		Principal, classroom teachers, campus administration	<p>Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores.</p> <p>Summative: EOY, STAAR results</p>				

<p>Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, Parental Denials, GT teachers</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SAA2-3, SPP3</p>						
<p>12) Campus will promote college awareness during district scheduled College Jersey Days and promote professional career awareness opportunities. Campus will also have a Walk For The Future. Campus will have a college of the week featured in our CNN (Coyote News Network) and campus newsletter.</p> <p>La escuela promovera la concientizacion universitaria durante los Dias de Jersey de la Universidad programados por el distrito y promovera oportunidades de concientizacion profesional de las diferentes carreras. La escuela tendra una actividad llamada "Caminar para el Futuro". La escuela tendra una universidad de la semana destacada que aparecera en nuestra CNN (Coyote News Network) y boletin escolar.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: P5</p>		Principal, Campus Administration, Counselors	<p>Formative: Weekly newsletter, programs, attendance forms</p> <p>Summative: Campus participation reports</p>			
<p><b>Funding Sources:</b> 162 State Compensatory - 100.00</p>						
<p>13) Hudson Elementary teachers will provide students with ELAR activities as appropriate for level as per the BISD Action Plan through weekly fluency, journals, and novel reading.</p> <p>Los maestros de la Primaria Hudson proporcionaran a los estudiantes actividades ELAR segun el nivel y de acuerdo al Plan de Accion BISD a traves de fluidez semanal, revistas y lectura de novelas.</p> <p>Population: All regular education and special education teachers.</p> <p>Timeline: August 2019-May 2020</p> <p>CCNA: SPP1</p>		PK-5th Grade teachers	<p>Formative: Weekly fluency reports, LION reports</p> <p>Summative: CPALLS, TPRI/Tejas Lee, LION reports</p>			


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							






**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Hudson early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Hudson Elementary will support Early Childhood Education in order to increase early literacy, development of students' fine and gross motor skills, and student school readiness following following full day sessions for three year old students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria.</p> <p>*Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>Population: PK-3-year-old students as of Sept. 1st Timeline: July 2019 - May 2020 CCNA: SAA7, SPP1,3,7</p>		<p>TI-A Three-Year-Old Program Principals, Federal Programs Administrator, Supervisor, Deans of Instruction</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluation, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10%</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Pre-K Teachers and Paraprofessionals will assist in the academic and social success of the students.  Population: AR, TI, MI, LEP  Timeline: August 2019- May 2020  CCNA: SAA7		Principal, Administrator for State Compensatory Education, Dean of Instruction, PreKinder teachers	Formative: Master schedule, lesson plans, classroom observations, student progress reports, C-PM (BOY and MOY)  Summative: CPMA (EOY)				
Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 0.00							
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							




**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** At Hudson, 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.




**Evaluation Data Source(s) 3:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports







**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2019 -May 2020</p> <p>CCNA: D5, SAA3</p>		Special Program Administrator, Principal	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee, C-PM reports</p>				
<p>2) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: Migrant students</p> <p>Timeline: August 2019 -May 2020</p> <p>CCNA: SAA3</p>		Principal, Pre-Kinder to 2nd Grade teachers, Dean of Instruction	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee, C-PM reports</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school program to ensure promotion if needed: and/or to participate in the enrichment migrant Summer program.</p> <p>Population: Migrant students</p> <p>Timeline: August 2019-May 2020 CCNA: SPP6</p>		Pk-5th grade teachers, Principal, Dean of Instruction	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee, C-PM reports</p>				
<p>4) 3RD-5TH STAAR results will be reviewed to secure accurate placement into the State Assessment remediation opportunities.</p> <p>Population: Migrant students</p> <p>Timeline: August 2019 -May 2020</p> <p>CCNA: SAA8</p>		Special Program Administrator, Principal, 3rd -5th grade teachers	<p>Formative: STAAR remediation, Enrollment Lists, NGS STAAR Reports, Benchmarks Results</p> <p>Summative: STAAR results</p>				
<p>5) Parents of Migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population:Migrant Parents of PK-2nd grade students</p> <p>Timeline: August 2019 - May 2020 CCNA: P1</p>		Principal, Parent Liaison, Dean of Instruction	<p>Formative: Visitation Logs Parent Meeting Evaluations</p> <p>Summative: Session Evaluations Participation Surveys</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: 1st grade migrant students</p> <p>Timeline: August 2019-May 2020</p> <p>CCNA: SAA8, SPP11</p>		Special Programs Administrator, Campus Principal, Teachers	<p>Formative: Three Week Progress Reports 6 Weeks Report Cards</p> <p>Summative: EOY Promotion Rate EOY Grades EOY TPRI/Tejas LEE C-PM Results</p>				
<p>7) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Migrant students and parents</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SAA5</p>		Principal, administrators, staff	<p>Formative: STAAR/ EOC Remediation Enrollment Lists Attendance Reports Participant Parent Survey</p> <p>Summative: Session Evaluations Report Cards</p>				
<p>8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: Migrant students</p> <p>Timeline: April 2020</p> <p>CCNA: P3</p>		Principal, campus administration, Parent Liaison, Dean of Instruction Pk-5th Grade Teachers	<p>Formative: Parent Meeting Evaluations Student Session Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p>				






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Extended Day tutorial session may be held for migrant students at elementary, middle school and high school campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.  Population: Migrant and PFS students Timeline: October 1, 2019- May 2020 CCNA: SAA3		Campus Administration Classroom Teachers, Extended Day Teacher MSC	Six Weeks grades Assessment scores Increase promotion rates & test performance				
10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.  Population: Elementary PFS Migrant Students  Timeline: February 20, 2020 CCNA: SAA3		Campus Counselor	PBMAS Report Increased STAARS Scores for PFS students				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** Hudson will increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, and ELA.

**Evaluation Data Source(s) 4:** Regional and state competition participation numbers

**Summative Evaluation 4:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement Reader Theater and musical productions to promote theater arts. Students will participate in the following campus and district events:  Holiday Events End of Year Events Band/Estudiantina UIL Music and Art Memory Brainsville Destination Imagination Christmas/Charro Days Parade  Population: All Students  Timeline: August 2019 - May 2020  CCNA: SPP6		Music Teacher Pk-5th grade teachers, Administration, Dean of Instruction, UIL Coach, UIL Coordinator	Formative: Walkthroughs UIL participation list, Permission Slips  Summative: Event Programs, School rankings				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

**Performance Objective 1:** Hudson will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

### Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.  Population: All staff  Timeline: December 2018- June 2019  CCNA: SPP11		School Administration Campus Maintenance Staff Counselors Librarian Faculty and Staff	Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage  Summative: Annual comparison of energy usage				
2) Campus will implement a systematic approach to renovate, upgrade, and improve Campus facilities in order to prioritize safety and needs of the Campus such as needs assessment survey for Staff members.  Population: Hudson faculty, staff, and administration  Timeline: August 2019  CCNA: SPP11		Administration Head Custodian District Maintenance	Formative: Administration and Custodial Staff walkthrough reports  Summative: Staff Needs Assessment Survey and Facilities List				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

**Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)**

**Performance Objective 1:** Hudson will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Source(s) 1:** Fiscal reports for campus, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments.  Population: Campus Stakeholders  Timeline: December 2019- May 2020  CCNA: SAA2		Campus Administration DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared CIP  Summative: end of year expenditure reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Hudson will commit to a balanced budget which includes improved compensation for 100% of teachers.

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers.

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary will celebrate Teacher Appreciation week.  Population: Hudson Staff  Timeline: December 2019- May 2020  CCNA: SPP7		Campus Administration	Formative: School Calendar of events  Summative: CIP/CNA				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 3:** Hudson will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**




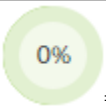

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Hudson Elementary will celebrate Faculty and Staff.  Population: Hudson Faculty and Staff  Timeline: October 2019- May 2020  CCNA: SPP7		Campus Administration	Formative: School Website  Summative: School Website/CIP	 20%			
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** Hudson will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Source(s) 1:** Media records with Public Information Office, enrollment data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary will update website at least monthly including showcasing student and community activities.  Population: Hudson Faculty and Staff/Parents/Community  Timeline: December 2019- May 2020  CCNA: SPP13		TST Campus Administration	Formative: Website, BISD Website, Campus CNN  Summative: number of views on website				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							








**Goal 4:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 2:** Hudson will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary actively participated in the District of Innovation voting. The campus voted on various early school calendar options.  Timeline: January 2020-August 2020 Population: Faculty and Staff Members CCNA: P3	2.4	Campus faculty and staff Administrators	Calendars, calendar voting results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



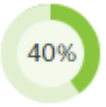
## Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)




**Performance Objective 1:** At Hudson Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.








**Evaluation Data Source(s) 1:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) An Emergency Operation Plan (EOP) will be utilized to address and promote campus safety awareness on lockdowns, reversed evacuation, fire/tornado drills, campus evacuations, chemical spills, intruder, shelter in place, drop and cover, and other emergency situations in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, reduce the loss of life and property and harm to the environment. The campus EOP will be presented to faculty, staff and parents to promote campus safety awareness during staff and/or parental involvement meetings.		EOP Team, Camps Safety Coordinator, Teachers	Formative: ERO session evaluations  Summative: EOP Audit report				
Population: All campus personnel  Timeline: August 2019 - May 2020  CCNA: SPP11	Funding Sources: 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Practice and implement the lock-down/reversed lock-down system, fire drills, campus evacuation drills four times a year to promote safety awareness when an intruder is on campus and/or in surrounding campus area.</p> <p>Population: All Campus</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SPP11</p>		<p>Safety Coordinator, Campus Administration, Parent Liasion, BISD Security Officer</p>	<p>Formative: Practice of lock-downs, fire-drills reports</p> <p>Summative: EOP Audit Report</p>				
<p>3) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC</p> <p>Faculty and staff will be trained on the Classroom Management and procedures/First 21 Days of School to promote a safe and positive classroom learning environment. (Conduct a refresher training in January).</p> <p>Population: School Personnel</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SPP11, P1</p>		<p>Campus Safety Coordinator, Campus Administrators</p>	<p>Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO</p> <p>Summative: Review 360 yearly reports</p>				
<p>4) Counselors will conduct classroom presentations on conflict resolution skills in order to reduce the number of office referrals, such as Gang Awareness, Bullying/Harassment, Dating Violence, Internet Safety, and Drug, Alcohol and Tobacco Awareness, and other topics to promote positive student behavior. They will also promote Just Say No and Red Ribbon Week activities.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SAA5, P4</p>		<p>Counselors, Principal, Dean of Instruction</p>	<p>Formative: Student sign in sheets, Counselor logs</p> <p>Summative: PEIMS report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Counselors and other support staff or agencies will provide scheduled professional development based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Recent drug use trends, Resiliency/Developmental Assets, Dating Violence, Signs of Child Abuse, RTI Model for behavior research-based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.</p> <p>Population: All Campus Personnel</p> <p>Timeline: August 2019- May 2020</p> <p>CCNA: SAA4, SAA5, SPP8</p>		Counselor, Principal, Campus Administrators	<p>Formative: ERO session evaluations, Agendas</p> <p>Summative: yearly PEIMS and Review 360 reports,</p>				
<p>6) Campus will implement and follow student release procedures when a parent/guardian or designated adult comes to check out a student at any time.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SPP11</p>		Principal, Office Clerk Administration Teachers Counselors Security Officer	<p>Formative: student sign out forms</p> <p>Summative: student Peims reports</p>				
<p>7) Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus school ground, foster a safe learning environment, and to prevent victimization of students and staff.</p> <p>Population: All students, TI, AR, LEP,</p> <p>Timeline: August 2018 - May 2020</p> <p>CCNA: SPP11</p>		Administration, Campus Security Officer, EOP Team	<p>Formative: Sign-In sheets, Raptor Summary Report</p> <p>Summative: PEIMS discipline reports</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Custodial staff will provide and promote a clean, safe, and well maintained campus that is conducive to positive student learning during classroom and tutorial instruction in order to ensure that all students acquire academic achievement.  Population: All campus stakeholders  Timeline: August 2019 - May 2020  CCNA: SPP11		Principal, Campus Administrators, Custodial Personnel	Formative: Custodian schedules  Summative: Peims reports				
	Funding Sources: 199 Local funds - 0.00						
9) Ensure that all Office Personnel and Special Education classroom have immediate access to a telephone and/or handheld radios in order to ensure the safety and well being of all campus stakeholders. Office supplies will be purchased in order to maintain accurate documentation on file as needed and/or as monies become available.  Population: All campus stakeholders  Timeline: August 2019 - May 2020  CCNA: SPP11		Principal, Special Education Teachers, Office Staff	Formative: Telephone usage reports  Summative: PEIMS reports				
	Funding Sources: 166 State Special Ed. - 3640.00						
10) Foster a positive learning community through the increase of school culture and climate initiatives that will grow teachers as leaders and develop human capital.  Population: Teachers and Staff  Timeline: January 2020-May 2020  CCNA: SPP7		Principal, Assistant Principal, Dean of Instruction	Formative: Professional Development Evaluation Reports  Summative: Staff CNA Report				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							







**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Hudson will refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 2:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Population: All Students Timeline: August 2019 to May 2020  CCNA: SPP11		Security Services Department  (edited by Security)	Formative: Safety Meeting Sign-In Sheets Summative: +100% completed District and Campus Emergency Operations Plans.				
2) Place and assign security officers throughout the year at Hudson Elementary.  Population: All Students  Timeline: August 2019 to May 2020 CCNA: SPP11		Security Services Department  (edited by Security)	Formative: Security Officers and Police Officers work schedule assignments Summative: +end of year assignments indicating all campuses have officer and or security officer in place				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures  Population: All Students and parents/guardians Timeline: August 2019 to May 2020 CCNA: SPP11		Guidance & Counseling Department  (edited by Counseling	Formative: copies of Presentations, Sign-In sheets and Agendas Summative: +Decrease in the number of students discipline incidents compared to prior school year				
4) Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus, foster a safe learning environment, and to prevent victimization of students and staff. Population: All Students, TI, AR, LEP Timeline: August 2019 to May 2020  CCNA: SPP11		Administration, Campus Security Officer, EOP Team	Formative: Sign-In sheets, Raptor Summary Report  Summative: PEIMS discipline reports				
	Funding Sources: 211 Title I-A - 1000.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							



**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)**



**Performance Objective 1:** Hudson will have a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020







**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation 1:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Parents will be invited to participate in weekly parent meetings and events. Light snacks and refreshments will be provided for parents attending. Meet the Teacher Night Fall and Spring Open House Parent Volunteer Title I Meetings CATCH Activities SBDM Committee Parent Orientation Day BISD Community Parental Advisory Committee Student Events such as: Donuts with Dad, Muffins with Mom, Lunch with Grandparents, Christmas programs, EOY Awards, and other activities.</p> <p>TPRI/TJL, TELPAS, STAAR, Health, Nutrition Early Childhood Reading Strategies TLI Special Populations Migrant College Readiness Dropout Prevention Community agencies and organizations.</p> <p>Population: Parents and campus personnel</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: P1</p>	3.2	Parent Liaison, Principal Campus Administration, SBDM Teachers	<p>Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation</p> <p>Summative: STAAR results, Students and parents attendance rate, discipline referrals, Survey results</p>				
	<p><b>Funding Sources:</b> 211 Title I-A - 900.00</p>						
<p>2) Parent communication will be conducted via phone, email or conference, to discuss student academic progress, attendance, tardiness, and campus goals and objectives.</p> <p>Population: All Parents</p> <p>Timeline: August 2019-May 2020</p> <p>CCNA: P2</p>		Administration, teachers, parent liaison	<p>Formative: Teacher calling logs, student progress reports, campus goals and objectives</p> <p>Summative: STAAR results, Students and parents attendance rate, discipline referrals, Survey results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Funds will be allocated for a parent liaison and to provide payment for mileage incurred while parent liaison conducts Attendance and Parental Involvement responsibilities, such as, home visits and parental involvement meetings, trainings and address campus/district attendance goals in order to help campus meet AYP and increase and reach academic achievement.</p> <p>Population: All Students and Parents</p> <p>Timeline: August 2019- May 2020</p> <p>CCNA: D1, P1</p>		Administration, Parent Liaison	<p>Formative: Agendas, Minutes, Sign in Sheets, Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Parent participation survey results, STAAR results, Students and parents attendance rate, discipline referrals, Survey results</p>				
<b>Funding Sources:</b> 211 Title I-A - 0.00							
<p>4) Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds. Related literature and pamphlets will be provided for parents and teachers.</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Population: All Students and Parents</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: P1-2</p>	3.1	Administration, Staff, Parent Liaison	<p>Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation</p> <p>Summative: STAAR results, Students and parents attendance rate, discipline referrals, Survey results</p>				
<b>Funding Sources:</b> 211 Title I-A - 0.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact District Improvement Plan.  Population: All Parents  Timeline: August 2019- May 2020  CCNA: P1		Administration, Parent Liaison	Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation  Summative: STAAR results, Students and parents attendance rate, discipline referrals, Survey results				
6) Recognize parent volunteers and business partners for their contribution in campus activities in order to increase attendance and participation.  Population: Parents and Community  Timeline: August 2019- May 2020  CCNA: P1, D1		Administration, SBDM Committee, Parent Liaison, Counselors	Formative: Contact Log  Summative: STAAR results, Students and parents attendance rate, discipline referrals				
Funding Sources: 211 Title I-A - 0.00							
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							







## Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**Performance Objective 1:** At Hudson Elementary, academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will participate in Vertical Planning and Make-n-Takes for curriculum, assessment, data analysis, and other teaching strategies in order to make informed academic assessment decisions.  Population: PK-5th Gr. Teachers  Timeline: August 2019- May 2020  CCNA: SAA8		Principal, Dean of Instruction, PK-5th Grade teachers	Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th  Summative: Improved scores on Rdg. TELPAS & STAAR				
2) All certified teachers will have their G/T Core Hours and G/T On-Going Hours.  Population: GT Teachers.  Timeline: August 2019- December 2019  CCNA: SAA5		All GT classroom teachers, Principal, Dean of Instruction	Formative: ERO session evaluations  Summative: ERO teacher transcripts				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) 2nd -5th Grade teachers will participate in half day Pull- Out Planning for data analysis, assessments and teaching strategies in order to make informed academic assessment decisions and plan accordingly to ensure students academic success.</p> <p>Population: 2nd - 5th Gr. Teachers</p> <p>Timeline: August 2019- May 2020</p> <p>CCNA: SAA8</p>		Principal, Dean of Instruction, 2nd -5th Grade teachers	<p>Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th</p> <p>Summative: Improved scores on Rdg. TELPAS &amp; STAAR</p>				
<b>Funding Sources:</b> 211 Title I-A - 0.00							
<p>4) The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities. She will also have a full time aide to assist her in the library.</p> <p>*Librarian will participate in the Innovative Approaches to Literacy (IAL) Grant called Project Literacy Innovations for Book Reading Opportunities (LIBRO)</p> <p>Population: All Students</p> <p>Timeline: August 2019-June 2020</p> <p>CCNA: SAA5</p>		Principal, Dean of Instruction, Librarian 1st - 5th Grade Teachers	<p>Formative: Six weeks AR performance reports</p> <p>Summative: Yearly AR reports usage and performance</p>				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							



## Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)






**Performance Objective 1:** Hudson will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement technology training for all teachers in Microsoft Office, eSchools, lesson plans, Pearson Realize, Tango, Kentro, Etazo, Math, One Cloud, Office 365, BISD curriculum subsite and Technology Computer Literacy will be implemented for all core areas so students will achieve advanced level of performance.  Population : All Regular education, Sp.Ed. Migrant, At Risk, Bilingual students, GT students  Timeline: August 2019-May 2020 CCNA:: SPP4, 12		Administration, Dean of Instruction	Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores.  Summative: EOY, STAAR results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Through the guidance of teachers Pre-Kinder through 5th grade students will be scheduled computer lab time in order to increase their technology, language, and literacy skills and in order to improve math and reading skills through the use of computerized programs. In addition, they will also practice technology skills and learn command of the keyboard through the use of the internet.</p> <p>Population : All Regular education, SpEd. Migrant, At Risk, Bilingual students, GT students</p> <p>Timeline: August 2019-May 2020 CCNA: SPP4</p>		Administration, Pk-5th Grade teachers, Dean of Instruction	<p>Formative: Computer Lab Schedule, Lesson Plans, Classroom Observations, Technology grades, Progress Reports</p> <p>Summative: STAAR results, EOY, student retention rate</p>				
<p>3) In order to increase student technology skills, all students in 2nd grade will be issued an I-Pad for use in the 2019-2020 school year. The I-pads and software will be used to further improve their academic success.</p> <p>Population: 2nd Grade Students Timeline: August 2019-June 2020</p> <p>CCNA: SPP4, 12</p>		2nd Grade Teachers, Administrations, Dean of Instruction	<p>Formative: Lesson Plans, Classroom Observations, Technology grades, Progress Reports</p> <p>Summative: EOY, student retention rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) The campus will increase the accessibility for all students in technology based instruction across all subject areas. Students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. Students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. In order to facilitate this strategy, Hudson Elementary School will provide students access to electronic equipment (i.e. projectors, elmos, printers, etc.), additional desktops specifically dedicated for student use, laptops, teacher desktops, iPads, tablets, and other electronic hardware. All software necessary for proper operation will be purchased separately for all new computer purchases. Printers and ink cartridges will also be purchased so that teachers can print teacher made assessments for student progress monitoring throughout the year. Lessons and activities will be printed in order to meet the higher order STAAR Ready Material assessments. Replacement bulbs for overhead projectors are required to ensure continuous use of equipment. The new equipment will enhance teacher instruction and the learning experience for all students.</p> <p>Population: All students Timeline: August 2019-May 2020 CCNA: SPP4</p>		<p>Special Programs Adm. Tech Services Adm. Principals Teachers</p>	<p>Formative: 1. Benchmarks 2. Classroom projects 3. Student competitions 1. Test scores 2. End of Year grades 3. Electronic portfolios Summative: Increases Scores in STAAR TELPAS</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 7000.00</p>							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							








## Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)







**Performance Objective 1:** Hudson Elementary will increase the overall campus attendance rate to 96.8% with a target of 97.5% .

**Evaluation Data Source(s) 1:** District and campus attendance rates, At-Risk Student Attendance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The campus will ensure support services for students identified as homeless to receive the full protections of the McKinney-Vento Act. This will include that they enroll immediately even if lacking documentation normally required for enrollment so that they attend and succeed in school.</p> <p>Population: Homeless Students, At-Risk</p> <p>Timeline: August 2019- May 2020</p> <p>CCNA: D3</p>		Principal, Data Entry Clerk, Counselors, Teachers	<p>Formative: Student rosters, student progress reports, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>2) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: P2</p>		Principal, Administration, Counselors, Parent Liaison, Grade Level Teachers	<p>Formative: Student Progress Reports, Benchmark Scores,</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Implement a food pantry and closet at Hudson to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.  Population: Identified Homeless Students, At-Risk  Timeline: August 2019- MAY 2020  CCNA: D3		Principal, Counselors, Parent Liaison, Dean of Instruction	Formative: Student Progress Reports, Benchmark Scores,  Summative: STAAR, Attendance Rate, Retention Rate				
4) Recognized and award All Students with ribbons, trophies, and medals at the EOY Awards for academics, perfect attendance, AR, UIL, Brainsville, DI, Spelling Bee, athletics, Chess, Cheerleading, Estudiantina and Cody Character, etc.  Population: All students  Timeline: August 2019 - June 2020  CCNA: D1, SAA9		Principal, Counselors, PK-5th Teachers	Formative: Event programs  Summative: Student and campus placement				
	<b>Funding Sources:</b> 199 Local funds - 1000.00, 211 Title I-A - 5000.00						
5) Train attendance clerk, parent liaison, parents to monitor attendance through eSchoolPlus  Population: Clerks, Parent Liaison  Timeline: August 2019  CCNA: SPP12		Principal, Assistant Principals, PEIMS Supervisor, Attendance Clerk, Parent Liaison, PK-5th grade teachers	Formative: ERO session evaluations  Summative: eSchools attendance reports				
	<b>Funding Sources:</b> 211 Title I-A - 0.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Recognize and award incentives to students with perfect attendance and academic achievement and AR every six weeks and at the end of the school year.  Population: All students, Economically Disadvantaged  Timeline: At the end of every six weeks throughout the school year  CCNA: D1, SAA9		Principal, Counselors, PEIMS Administrator, Data Entry Clerk, K-5th grade teachers	Formative: eSchools six weeks attendance reports event programs  Summative: eSchools yearly attendance rate				
	Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 0.00						
7) Increase attendance goal by 5% by reducing campus Out-of-School suspensions.  Population: All students  Timeline: August 2019- May 2020  CCNA: D1, SPP8		Principal, Assistant Principals	Formative: eSchools daily and six weeks attendance reports, OSS reports  Summative: Yearly attendance Rate, Yearly OSS report				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							



**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)







**Performance Objective 2:** Hudson will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Evaluation Data Source(s) 2:** STAAR reports disaggregated for At-Risk students.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Students not meeting reading, writing, math, and/or science standards will be provided accelerated instruction, including but not limited to an extended day/week program, to assist them master content TEKS. Supplemental instructional materials will be provided to support the curriculum and spiral instruction.</p> <p>Population: All Students, AR, TI, MI, ELL, PD</p> <p>Timeline: August 2019- May 2020</p> <p>CCNA: SAA3</p>	2.5	Principal, Dean of Instruction Classroom Teachers Administrator for State Compensatory Education	<p>Formative: eSchool Plus tutorial schedule, Tutorial Attendance report, Tutorial lesson plans, tutorial classroom observations, Lesson Plans, benchmark scores and student progress reports</p> <p>Summative: STAAR results</p>				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00						
<p>2) The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individuals and/or groups in need of assistance in order to meet the needs of At Risk students.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SAA5, SPP5</p>		Administrator for State Compensatory Education, Principal, Dean of Instruction	<p>Formative: ERO session evaluations report, ERO session attendance report, Teacher lesson plans, classroom observations, Benchmark scores and student progress reports</p> <p>Summative: STAAR</p>				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Middle School Transition: A transition orientation session for fifth graders going to Middle School will be held prior to completion of student choice slips. Middle school personnel will create an awareness of the Middle School expectations and promote higher education.</p> <p>Population: 5th grade students</p> <p>Timeline: May 2019 - June 2020</p> <p>CCNA: P5</p>		Counselors Principal, 5th grade teachers, Middle school personnel	<p>Formative: Student permission slips, choice slips</p> <p>Summative: Student attendance report</p>				
<p>4) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019</p> <p>CCNA: SPP7, P2</p>		Principal, Administration, Counselors, Teachers,	<p>Formative: ERO session evaluation report, ERO session attendance report</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide a campus wide Dyslexia program for identified students: Identification process will follow Response to Intervention and Dyslexia procedures. Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook. Services provided will include individualized accommodation plans to be implemented in general education classrooms. Dyslexia Lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting.  Population: Dyslexia Students, At-Risk Students  Timeline: August 2019- May 2020  CCNA: SAA1-3		Principal, Dyslexia Teacher, T1 Paraprofessional	Formative: Student progress reports, benchmark scores, lesson plans, classroom observations.  Summative: STAAR results				
Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 0.00							
6) An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th Grade students in order to provide academic interventions, tutoring, homework assistance, recreation, fine arts, and academic activities.  Population: All students (NL, ELL, PD, AR, SE, Migrant, GT)  Timeline: August 2019 - May 2020  CCNA: SAA3	2.5	Principal, Campus Administrators, Extended Day Program Teachers	Formative: Extended Day Schedule, Attendance report, lesson plans, classroom observations, benchmark scores and student progress reports  Summative: STAAR results, EOY, Promotion Rates				
Funding Sources: 162 State Compensatory - 67700.00, 211 Title I-A - 48000.00							
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** Hudson will implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Source(s) 3:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) In an effort to promote physically and emotionally healthy students, we will implement the CATCH (Coordinated Approach to Child Health) activities that will evaluate the implementation of district initiatives such as:</p> <p>School Health Index Jump Rope for Heart Track &amp; Field Encampment Puberty Presentation Health Curriculum Physical activities at least 30 minutes a day or 135 minutes weekly.</p> <p>Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT Students.</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA: SPP6</p>		<p>PK-5th grade Teachers, Principal, Dean of Instruction, Lead Teachers, Campus Nurse, Counselors</p>	<p>Formative: Walk-throughs, PE schedule</p> <p>Summative: Fitness Gram results</p>				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

# State Compensatory

## Budget for Hudson Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-134-Y-24-SSI-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,700.00
162-11-6118-00-134-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$60,000.00
162-11-6396-00-134-Y-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
162-11-6399-00-134-Y-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$21,350.00
162-61-6399-00-134-Y-30-Y-WTF-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$100.00
<b>6100 Subtotal:</b>		<b>\$94,150.00</b>



## Personnel for Hudson Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Pena	Dyslexia Teacher	Dyslexia	
Nilda Martinez	Dean of Instruction		
Rene Villafuerte	Dyslexia Teacher	Dyslexia	

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Campus operating a schoolwide program will conduct a comprehensive needs assessment of the entire school that includes:

- Information on academic achievement of students in relation to the State Academic Standards, especially the needs of the students who are not meeting academic and state standards or who are At-Risk of failing in meeting these standards.
- SBDM meeting held in March and April for the development of the CIP.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan has been developed as a committee with the SBDM members. SBDM members take information to other campus personnel and review and discuss changes, needs, and improvements.

\* SBDM meetings held in December/April

### **2.2: Regular monitoring and revision**

Every SBDM meetnig time is dedicated to review, update and make the formative review as a committee for the CIP.

\*SBDM meetings held in December, April, and May

## **2.3: Available to parents and community in an understandable format and language**

Campus Improvement plan is available and in an understandable format and language. CIP is in English. Any parent wanting the CIP in any other language may request translation from any of the SBDM members.

## **2.4: Opportunities for all children to meet State standards**

Hudson Elementary gives students numerous opportunities to meet State standards such as:

- SSI tutorials
- Year long Extended Day tutorials until 5:30 PM
- Regular tutorials
- Community Presentations
- Hands On activities
- Academic Resources (1.1.2, 1.1.4, 1.1.7, 4.2.1)

## **2.5: Increased learning time and well-rounded education**

Hudson Elementary strives to increase teacher preparation with professional development to bring back new strategies to the classroom to increase learning time. Hudson Elementary also brings community members to educate our students in all areas and expose them to real life experiences and create well rounded students and also by implemented various extra curricular opportunities.

- \* Tutorials
  - \*EDEP
  - \*Dyslexia Program
- (3.1.1, 3.2.1, 7.1.1, 9.2.4)

## **2.6: Address needs of all students, particularly at-risk**

At risk students are constantly monitored through the DATA wall located at the deans office in every grade level meeting.

At risk students are placed on TIER II or III and given small group instruction with interventions.

7.1.1, 7.1.5, 9.2.4, 9.2.5)

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Hudson Elementary develops and distributes the parent and family engagement policy at the beginning of the school year.

All forms are signed and returned.

\* SBDM meetings with parent liaison

\* Met with parents to review CIP (April 2018)

\*Policy distributed to parents in both English and Spanish.

(6.1.2., 6.1.3.,6.1.8)

### **3.2: Offer flexible number of parent involvement meetings**

The campus will offer flexible parent involvement meetings in both English and Spanish.

Parental input will be acknowledged for overall improvement and parental communication.

(6.1.2., 6.1.3.,6.1.8)

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adeline Trevino	Title 1 Teacher Aide		
Araceli Lopez	Library Aide		
Hector Iracheta	Nurse		
Lisa Doria-Davila	Dyslexia Aide		
Maria Loza	Parent Liaison		

# 2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Nilda Martinez	Dean of Instruction
Administrator	Rachel R. Ayala	Principal
Non-classroom Professional	Marvelia Vela	Counselor-Y2
District-level Professional	Juan De Leon	State Compensatory-Y2
Classroom Teacher	David Alaniz	5th Grade teacher-Y1
Classroom Teacher	Deifilia De Los Santos	PK Teacher-Y1
Classroom Teacher	Marvella Herrera	1st Grade teacher-Y1
Classroom Teacher	Mary Ruiz	2nd grade Teacher-Y1
Classroom Teacher	Lidia Rangel	3rd Grade teacher-Y1
Classroom Teacher	Claudia Olivo	4th Grade Teacher-Y1
Parent	Eugenio Quinones	Parent
Parent	Eduardo Martinez	Parent
Community Representative	Ofelia Montiel	Community Rep.
Business Representative	Berta Garza	Business Representative
Community Representative	Pending Replacement	
Business Representative	Pending Replacement	

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$37,751.00
1	1	7			\$0.00
5	1	1			\$0.00
5	1	8	Supplies for Maintenance-Custodians	199-51-63-15-00-134-Y-99-0-00-Y	\$0.00
9	1	4	Awards	199-23-6498-00-134-Y-99-000-Y	\$1,000.00
9	1	6		199-11-64-98-134-Y-11-0-00-Y	\$0.00
<b>Sub-Total</b>					\$38,751.00
<b>Budgeted Fund Source Amount</b>					\$38,751.00
<b>+/- Difference</b>					<b>\$0</b>
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	162-11-6396-00-134-Y-30-000-Y	\$5,000.00
1	1	2	General Supplies	162-11-6399-00-134-Y-30-000-Y	\$21,350.00
1	1	7	General Suuplies		\$0.00
1	1	12	Walk for The Future	162-61-6399-00-134-Y--30-WTF-Y	\$100.00
1	2	2			\$0.00
9	2	1		162-11-6118-00-134-Y-24-SSI-Y	\$0.00
9	2	2			\$0.00
9	2	5			\$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY	162-11-6118-00-134-Y-30-000-Y	\$60,000.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-SSI	162-11-6118-00-134-Y-24-SSI-Y	\$7,700.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$94,150.00
Budgeted Fund Source Amount					\$94,150.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	9	Safety Belts	166-11-6399-00-134-Y-99-0B0-Y	\$0.00
5	1	9	Safety		\$3,640.00
Sub-Total					\$3,640.00
Budgeted Fund Source Amount					\$3,640.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	READING MATERIAL	211-11-6325-00-134-Y-30-0F2-Y	\$5,000.00
1	1	2	COPY PAPER	211-11-6396-00-134-Y-30-0F2-Y	\$2,500.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-134-Y-30-0F2-Y	\$69,532.00
1	1	2	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-62-134-Y-30-0F2-Y	\$1,000.00
1	1	2	GENERAL SUPPLIES	211-11-6399-16-134-Y-30-0F2-Y	\$5,000.00
1	1	2			\$18,971.00
1	1	2	Education Galaxy	211-11-6299-62-134-Y-30-0F2-Y	\$3,804.00
1	1	4	General Supplies		\$0.00
1	1	7	General Supplies		\$0.00
1	2	2			\$0.00
5	2	4	CONTRACTED MAINTENANCE & REPAIR	211-23-6249-00-134-Y-30-0F2-Y	\$1,000.00
6	1	1	MISCELLANEOUS OPERATING COSTS	211-61-6499-53-134-Y-30-0F2-Y	\$900.00
6	1	3			\$0.00



211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4			\$0.00
6	1	6			\$0.00
7	1	3			\$0.00
8	1	4	GENERAL SUPPLIES	211-11-6399-62-134-Y-30-0F2-Y	\$7,000.00
9	1	4	Awards	-11-6498-00-134211-Y-30-0F2-Y	\$5,000.00
9	1	5			\$0.00
9	1	6	Miscellaneous Costs-Awards	211-11-6498-00-134-Y-30-0F2-Y	\$0.00
9	2	5			\$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY	211-11-618-00-134-Y-30-ASP-Y	\$42,814.00
9	2	6	SOCIAL SECURITY/MEDICARE	211-11-6141-00-134-Y-30-ASP-Y	\$621.00
9	2	6	TEACHER RETIREMENT/TRS CARE	211-11-6146-00-134-Y-30-ASP-Y	\$3,823.00
9	2	6	EMPLOYEE BENEFITS-LOCALLY DEF	211-11-6148-00-134-Y-30-ASP-Y	\$100.00
9	2	6	EMPLOYEE BENEFITS	211-11-6149-00-134-Y-30-ASP-Y	\$642.00
Sub-Total					\$167,707.00
Budgeted Fund Source Amount					\$167,707.00
+/- Difference					\$0
Grand Total					\$304,248.00