

Brownsville Independent School District

Hudson Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

*HUBERT R. HUDSON
ELEMENTARY*

HOME OF THE
COYOTES



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hudson Elementary School is located in Brownsville, Texas. It is one of thirty-seven elementary schools in Brownsville ISD; it is the home of 831 Kinder through 5th grade students. As reported in the 2014-2015 TAPR the campus employed 53.8 teachers, 7 professional support staff, 4 campus administrators, 15 educational aids for a total staff count of 79.8 employees. The student population includes: 98.3% Hispanics, 1.3% White, Asian 0.4%, 88.7% Economically Disadvantage, 11.3% Non-Educationally Disadvantage, 44.3% Limited English Proficient (LEP), 68% At-Risk, 11.1% Gifted and Talented, 8.7% Special Education, 1.6% Bilingual/ESL. The Attendance Rate is 96.7% for all students and 96.6% for at-risk students. The retention rate is 5.42% for all students.

The following information originated from the 2014-2015 TAPR results.

Texas Accountability Inventory System (TAIS)

Demographics Strengths

86% Of All 5th Grade students Met Level II Phase I STAAR Reading.

73% of All 4th grade students met Level II Phase I STAAR Writing.

70% of All 4th grade students met Level II Phase I on STAAR Reading.

Demographics Needs

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

Primary Grade Levels

Grades: K-2

Non-Special Education Rates of Retention: K (0.0%), Grade 1 (12.3%), Grade 2 (7.3%). Reported grade levels are slightly higher than state percentages with the exception of Kindergarten which has a 1.4% difference.

Special Education Rates of Retention: Kinder (14.3%), Grade 1 (10%), and Grade2 (7.7%).

The above information was originated from the 2014-2015 TAPR report.

STAAR Summary of 3rd-5th Grades Tested

A student group that performed less than or equal to the state average is given STAAR tested content area is identified as a priority.

Reading – 3rd grade (campus 67%, district 80%, state 77%) 4th grade (campus 70%, district 74%, state 74%), 5th grade (campus 86%, district 89%, state 87%) Phase-in I Level II

Writing – 4th grade (campus 73%, district 75%, state 70%) Phase-in I Level II

Math 3rd grade (campus n/a, district n/a, state n/a), 4th grade (campus n/a, district n/a, state n/a), 5th grade (campus n/a, district n/a, state n/a) Phase-in I Level II

Science 5th grade (campus 59%, district 75%, state 72%) Phase-in I Level II

Student Achievement

Student Achievement Summary

Teachers have been trained in 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.

	State	District	Campus
Grade 3			
Reading	77%	80%	67%
Mathematics	n/a	n/a	n/a
Grade 4			
Reading	74%	74%	70%
Mathematics	n/a	n/a	n/a
Writing	70%	75%	73%
Grade 5			
Reading	87%	89%	86%
Mathematics	n/a	n/a	n/a
Science	72%	75%	59%

Student Achievement Strengths

Hudson Elementary students Met Standard in State Accountability Rating. We also received a Academic Achievement in Reading/English Language Arts

Student Achievement Needs

Students at Hudson Elementary need to increase vocabulary development, rigor, depth, and complexity in all subject areas in order for students including all sub populations to increase their academic achievement and master all aspects of the STAAR exam. In addition, students need supplemental instructional materials in mathematics, science, and reading to address the TEKS and STAAR objectives.

School Culture and Climate

School Culture and Climate Summary

There is a lack of instructional technology in all classrooms. 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.

School Culture and Climate Strengths

Administration is visible and available throughout the campus.

Hudson Elementary provides a safe and welcoming school climate for students, parents, staff and community members.

Our school provides a clean environment for all campus stakeholders.

Hudson Elementary has an active SBDM Committee that meets frequently to make the best decisions to benefit all all campus stakeholders.

School Culture and Climate Needs

At Hudson Elementary we will increase classroom instructional supplies and technology in all classrooms through the utilization of grant and local funds. There is a need to increase the parent participation in our parental involvement meetings. This will be accomplished by making phone calls and home visits. We will also have two parent meetings weekly to better accommodate the schedules of our parents. Our school also needs to provide on-going classroom management training for existing and new teachers in order to decrease student discipline referrals and increase student achievement. Address the curriculum needs by providing needed supplemental instructional supplies. There is a need to increase the level of commitment and ownership from all campus stakeholders. Horizontal and vertical curriculum alignments meetings will be set up in order to improve the academic success of all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers at Hudson Elementary are 100% highly qualified. We need to ensure that all teachers are in compliance with GT and Bilingual requirements. We need to ensure that the faculty is involved in the interview and hiring process. Our campus needs to ensure that all 5th teachers complete MSTAR training as required by district and that all new teachers attend “New Teacher” Trainings. Ensure that all teachers attend required district professional development. Ensure that GT students are grouped together as allotted by number of students.

Staff Quality, Recruitment, and Retention Strengths

100% teachers at Hudson Elementary are considered Highly Qualified Teachers by the state of Texas.

Staff Quality, Recruitment, and Retention Needs

All teachers should show compliance with the required GT and Bilingual trainings. All staff must attend all required district and campus staff development in order to take advantage of the opportunities provided by the school district. New teachers must attend the “New Teacher” in-services and any other required training, as needed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Vertical and Horizontal alignment planning sessions and professional development on specific instructional strategies (i.e. differentiated instruction, technology, and ELL vocabulary development).

English Language Arts

- Reading: Close Reading, SIOP Model, MindPlay, TLI Strategies
- Writing: 6+1 Writing Traits, Write for Success

Math

- TEKS Update Training
- Spiriling Math Graphs

Science

- EduSMART
- 5th grade Ready Set STAAR
- Graphic Readers
- Science Lab on a daily basis

Exemplary Labs

Curriculum, Instruction, and Assessment Strengths

The curriculum used at Hudson Elementary is aligned with TEKS and STAAR. Teachers follow the district provided frameworks. Added instructional and supplemental materials and resources are provided when money is made available. There is a positive collaboration between campus administrators and teachers; teachers at Hudson Elementary are receptive and willing to try different teaching strategies.

Curriculum, Instruction, and Assessment Needs

There is a need to increase vocabulary development in content subject areas for the English Language Learner and other sub-populations. We also need to provide teacher planning time for horizontal and vertical alignment planning. Teacher fidelity is present at our campus. There is also a need to provide training and raise teacher awareness in the curriculum frameworks and other components for classroom instruction. There is an increased need for added instructional supplemental materials in the areas of mathematics and reading; as well as other resources such as hygiene and clothing supplemental materials for all sub-populations of students in order to increase student attendance; hence, increase EOY grades, STAAR scores, and increase promotion rates. Provide more professional development on differentiated instruction and RTI strategies. There is an increase technology for all teachers and students.

Family and Community Involvement

Family and Community Involvement Summary

Although we have active and supportive parents in our campus, there is a need to increase the number of parents participating and attending in school and community meetings/events in order to increase student attendance, and mastery on all assessments. Our campus will have parent meetings on Monday afternoon and Wednesday mornings in order to provide more opportunities for parents to attend.

Family and Community Involvement Strengths

Hudson Elementary parents are very active and positive parents. They participate in many of our activities (academic, extra curricular and athletic). Our campus holds parental involvement meetings on a weekly basis (Title I Parental Educational Presentation) set up by our parent liaison (Monday afternoons and Wednesday mornings).

Family and Community Involvement Needs

Campus will increase parental involvement meeting attendance on Mondays and Wednesdays to address campus initiatives, goals, objectives, and other topics such as, Curriculum, Environmental and Health issues in order to increase the level of community ownership and participation.(6.1.1, 6.1.2)

Parent volunteers and business partners will be recognized for supporting a variety of district and/or campus activities in order to increase attendance and participation. (6.1.6)

School Context and Organization

School Context and Organization Summary

Hudson Elementary has a very positive and supportive faculty and staff. Our campus needs to document, monitor, and follow-up students' academic achievement, campus-wide at BOY, MOY and EOY. Our school also has a data wall in order to track and monitor students as the year progresses. This will allow teachers to adjust instruction if needed.

School Context and Organization Strengths

There is a positive and supportive campus faculty and staff. Administrative classroom walkthroughs in all departments are happening on a weekly basis. There is an effective communication between the administrative team, faculty, staff, parents, and community members.

School Context and Organization Needs

Schedule horizontal and vertical alignment for Pre-K-5th grade teachers for co-planning every six weeks, including all support staff, in order to share and plan for teaching practices and strategies, to support, increase and reach student academic achievement and to facilitate and award students' transition from PK-5th grade.

Technology

Technology Summary

Scheduled computer lab time for Pre-K – 5th grade students as needed. We need to increase technology professional development attendance of teachers. There is also a need for technology in the classrooms. Our school is currently in need of a campus TST.

Technology Strengths

Technology programs available for instruction, textbook adoptions, and other resources (Brain Pop Jr. /Discovery Education/EduSmart/Mindplay).

Technology Needs

There is currently the need of a Technology Support Teacher at our campus. We need to meet the demands and provide classroom technology needs (such as programs, ink/toner, and equipment). This need will be addressed as soon as money is made available to increase classroom instruction and students' academic achievement, mastery on STAAR, namely in the areas of math and science. Technology (programs/equipment) for office use will be updated to ensure proper preparation and monitoring of student success through benchmarks, mini-marks, technology pilot program progress and reporting, etc.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments



- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8



Goals



Goal 1: The students in the public education system will demonstrate exemplary performance in the understanding of reading, writing of the English language, mathematics, science, social studies, while addressing safety, health, nutrition, substance abuse, and violence prevention .



Performance Objective 1: Students are Hudson Elementary will obtain 90% mastery in STAAR in Reading, Math, Writing, and Science and increase performance through the use of high quality teacher instruction, state adopted textbooks and supplementary resources.







Summative Evaluation: STAAR Results in Reading, Math, Writing, and Science.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <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>Population: All Teachers</p> <p>Timeline: August 2015-June 2016</p> <p>CNA: p. 13</p>	1	Dean of Instruction, Principal, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist,	<p>Formative: ERO session evaluations, walk-through forms, lesson plans</p> <p>Summative: STAAR Test Results EOY TPRI, Tejas Lee, CPALLS</p>				
Funding Sources: Local - \$386.00							





<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>2) Utilize research based instructional resources and targeted interventions to ensure that all students 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. Supplies will be purchased to support supplement instruction especially in the areas of mathematics and reading.</p>	<p>1, 2, 10</p>	<p>Pk-5th grade Teachers,Principal Dean of Instruction, TLI Teacher, Lead Teachers, Curriculum Specialist</p>	<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, CPALLS results</p>				
<p>STAAR Resources Materials Forde-Ferrier Information Reading Passages TEKas Target Practice for Mathematics, Grades 1-5 Countdown to Reading STAAR Edusmart Math Manipulatives Tango Central/Tango Trends Review 360 6+1 Writing Traits Bilingual Resources SIOP Esperanza/LE I & II Early Childhood Resources Circle RTI Tier Model TLI Routines/Strategies Reach/ESL NIE Standord/Aprenda Figure 19 Gale Fuller Math/Reading</p> <p>Population:Regular Education, Economically Disadvantaged, Sp.Ed. Migrant, At Risk. Bilingual students, GT</p> <p>Timeline: August 2015 to June 2016</p> <p>CNA p13,14,16 & 17</p> <p>Funding Sources: Title I-A - \$1003.00, Local - \$2000.00, Title I-A - \$4032.00, Title I-A - \$1000.00, State Compensatory - \$1292.00, State Compensatory - \$280.00, Title I-A - \$1650.00, Title I-A - \$1974.00, Title I-A - \$1979.00</p>							









<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Improve instruction for all students including ELL, 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) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. (PPCD, SFL, and Life Skills)</p> <p>Population: Regular education, Sp.Ed. Migrant, At Risk. Bilingual, GT students</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 13, 14 & 16</p>	<p>1, 2, 4, 10</p>	<p>PK-5th grade Teachers, Principal Dean of Instruction, Teacher Specialist, Lead Teachers, Curriculum Specialist</p>	<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, CPALLS</p>				
<p>Funding Sources: SPED - \$3893.52, SPED - \$1000.00, SPED - \$519.00, SPED - \$926.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <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>	1, 2, 10	Principal, Dean of Instruction, PK- 5th grade Teachers, TLI Teacher, 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>				
<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, and GT teachers.</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 13 - 17</p> <p align="center">Funding Sources: Title I-A - \$14781.82</p>							










<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job embedded staff development.</p> <p>Lead Teachers Grade level teachers ELPS GT Dyslexia SIOP TLI Routines/Strategies Data Informed Plan Special Education</p> <p>Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT teachers</p> <p>Timeline August 2015 - June 2016</p> <p>CNA p.11,12,14,16</p>	1, 4	Principal, Dean of Instruction, PK- 5th grade Teachers, TLI Teacher Lead Teachers Curriculum Specialist	<p>Formative: ERO session evaluations, walk-throughs, STAAR Benchmark results, MOY TPRI, Tejas Lee and CPalls</p> <p>Summative: STAAR Results, EOY TPRI, Tejas Lee, CPalls reports</p>				
<p>Funding Sources: Title I-A - \$7500.00</p>							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <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>Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT students.</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 13,14</p>	1, 2, 4	Dean of Instruction, Principal, PK- 5th grade Teachers, TLI Teacher Specialist, Lead Teachers, Curriculum Specialist	<p>Formative: ERO session evaluations, walk-throughs, LessonPlans, Progress reports, Benchmarks, MOY results for TPRI, Tejas Lee, and CPalls</p> <p>Summative: EOY TPRI, Tejas , CPalls results, STAAR Scores</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Receive professional development in the area of Reading through attendance of selected teachers and administrators to the Texas TLI Summer Summit Institute to target areas of improvement and provide turn around trainings to all teachers.</p> <p>The TLI Specialist attended the Summer 2015 Institute that was focus on explicit instruction, lesson design, classroom organization, and delivery. RTI as an effective instructional framework for quality implementation will also be the focus. Campus representatives will provide overviews of the information during the staff development in August.</p> <p>Summer Summit and Institute is planned for June 2016, where the TLI and another campus representative will attend.</p> <p>Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT teachers</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 13, 14 & 16</p>	1, 2, 4	Principal, TLI Teacher, PK- 5th grade Teachers, Dean of Instruction, Lead Teachers, Curriculum Specialist	<p>Formative: ERO session evaluations, walk-through forms, Lesson plans</p> <p>Summative: STAAR results, EOY TPRI, Tejas , CPalls results,</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>8) 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, 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 through the campus based leadership team (CBLT).</p> <p>Population: All Students, At-Risk, LEP, Economically Disadvantaged</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 11, 16, 17</p>	1, 2, 3, 9, 10	Principal, Dean of Instruction, PK- 5th grade Teachers, TLI Teacher, Lead Teachers, Curriculum Specialist	<p>Fomative: Walk-throughs, computer lab schedules, lesson plans, progress monitoring assessments</p> <p>Summative: Computer software usage reports, STAAR Scores, EOY Tejas Lee, TPRI, CPalls reports</p>				
Funding Sources: State Compensatory - \$7462.00, State Compensatory - \$2370.00, Title I-A - \$4740.00, Title I-A - \$2874.00							

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) 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 & 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 2015 - June 2016</p> <p>CNA p. 11, 14</p>	1, 2	PK-5th grade Teachers, Principal Dean of Instruction, TLI Teacher Specialist, Lead Teachers, Campus Nurse, Counselors	Formative: Walk-throughs, PE schedule Summative: Fitness Gram results				
Funding Sources: Title I-A - \$23952.00, Local - \$1000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) The LPAC committee and teachers will monitor the language acquisition of ELL students in order to ensure that students show academic progress.</p> <p>Population: ELL Students</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 14, 16</p>	1, 2, 3	LPAC Administrator, Bilingual Clerk, Principal, LPAC members, Classroom Teachers	Formative: Walk-throughs, Mindplay reports, District and Campus Benchmarks, BOY and MOY TPRI, Tejas Lee, and CPalls reports, LPAC minutes, M1 M2 progress reports Summative: STAAR scores, TPRI, Tejas Lee, CPALLS, Student promotion				
Funding Sources: Federal Bilingual - \$3000.00, Federal Bilingual - \$729.00, State Bilingual - \$1889.00, State Bilingual - \$3000.00							

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>11) An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will be held annually in the Spring.</p> <p>Population: pre-school head start students.</p> <p>Timeline: January 2015- June 2016</p> <p>CNA p.15</p>	<p>1, 6, 7, 10</p>	<p>Principal, campus administration, counselors, coaches teachers</p>	<p>Formative: presentation attendance report</p> <p>Summative: Pre-Kinder enrollment and attendance reports</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>12) 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>Population: GT, Bilingual, Sp. Ed. General Ed. and regular education teachers</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p. 12, 13, 16</p>	<p>5</p>	<p>Principal, campus administration</p>	<p>Formative: ERO session evaluations, Lesson Plans</p> <p>Summative: ERO transcripts, PDAS</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) 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.</p> <p>Population: PK-5th Gr. Teachers</p> <p>Timeline: August 2015- June 2016</p> <p>CNP p.11, 14, 16</p>	<p>1, 2, 3, 5</p>	<p>Principal, Dean of Instruction, TLI Teacher, PK-5th Grade teachers</p>	<p>Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th</p> <p>Summative: Improved scores on Rdg. TELPAS & STAAR</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>14) The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/CPALLS, TPRI/Tejas Lee, SAT 10/ APRENDA,STAAR, SELP/SSLP, benchmarks, TELPAS, and Houghton Mifflin Unit Assessments to provide reinforcement of Reading skills for all students.</p> <p>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.</p> <p>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.</p> <p>Students will use Pearson Realize Science resources.</p> <p>Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT teachers</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 11, 13, 14, 16, 17</p>	1, 2, 9	Principal, classroom teachers, campus administration	<p>Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores.</p> <p>Summative: EOY, STAAR results.</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>15) Campus will promote college awareness during district scheduled College Jersey Days and promote professional career awareness opportunities. Campus will have a college of the week featured in our CNN (Coyote News Network) and campus newsletter.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p.11, 13,14,15,16,17</p>	1, 2, 9	Principal, Campus Administration, Counselors	<p>Formative: Weekly newsletter, programs, attendance forms</p> <p>Summative: Campus participation reports</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>16) All certified teachers will have their G/T Core Hours and G/T On-Going Hours.</p> <p>Population: GT Teachers.</p> <p>Timeline: August 2015- December 2015</p> <p>CNA p. 12</p>	1, 2, 3, 4	All GT classroom teachers	<p>Formative: ERO session evaluations</p> <p>Summative: ERO teacher transcripts</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>17) 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 2015- June 2016</p> <p>CNP p.11,13,16</p>	1, 2, 3, 4, 5, 8	Principal, Dean of Instruction, TLI Teacher, 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 & STAAR</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

Summative Evaluation: Review 360

School Rankings





Event Programs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Implement Reader Theater and musical productions to promote theater arts. Students will participate in the following campus and district events:</p> <p>Holiday Events End of Year Events Band/Estudiantina UIL Music and Art Memory Brainsville Destination Imagination Christmas and Charro Day Parade</p> <p>Population: All Students</p> <p>Timeline: August 2015 - May 2016</p> <p>CNA p. 17, 19</p>	1, 2, 3, 6, 10	Music Teacher Pk-5th grade teachers, Administration, Dean of Instruction, UIL Coach, UIL Coordinator	<p>Formative: Walkthroughs UIL participation list, Permission Slips</p> <p>Summative: Event Programs, School rankings</p>				
Funding Sources: Local - \$2200.00, Local - \$890.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Hudson Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5% and increase At Risk overall student achievement by 10%.

Summative Evaluation: STAAR, At-Risk Student Retention Rate, and Retention Rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) 3rd - 5th grade students not meeting reading, writing, and math and/or science standards will be provided an extended day/week program in order to bring them to grade level using differentiated instruction. Supplemental instructional materials will be provided to support the curriculum as well as school materials for implementing instruction. If monies permit, extended day/ week transportation will be provided.</p> <p>Population: All 3rd to 5th grade AR, Ti, MI, LEP</p> <p>Timeline: September 2015- June 2016</p> <p>CNA p. 13,14,16</p>	2, 3, 9, 10	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, benchmark scores and student progress reports</p> <p>Summative: STAAR results</p>				
<p>Funding Sources: Title I-A - \$36313.00, Title II-A (TPTR) - \$66089.00, State Compensatory - \$24232.00, State Compensatory - \$2340.00, State Compensatory - \$5000.00, Title I-A - \$1035.00, State Compensatory - \$2707.00, State Compensatory - \$45.00, State Compensatory - \$969.00, Title I-A - \$7558.00, State Compensatory - \$35500.00, Title I-A - \$35500.00, State Compensatory - \$86715.00, State Compensatory - \$13568.00</p>							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <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 2015 - June 2016</p> <p>CNA p. 11,13,14,16</p>	4, 10	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>				
<p>Funding Sources: State Compensatory - \$58816.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) 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.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p.11,13,14,15</p>	3, 10	Principal, Administrator for State Compensatory Education, Dean of Instruction, PreKinder teachers	<p>Formative: Master schedule, lesson plans, classroom observations, student progress reports, CPALLS (BOY and MOY)</p> <p>Summative: CPALLS (EOY)</p>				
Funding Sources: Title I-A - \$124650.00, State Compensatory - \$109644.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Middle School Transition: A transition orientation session for fifth graders going to Middle School and UTB 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 - June 2016</p> <p>CNA p. 13,14,16</p>	1, 3, 9, 10	Counselors Principal, 5th grade teachers, Middle school personnel	<p>Formative: Student permission slips, choice slips</p> <p>Summative: Student attendance report</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) 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 2015- June 2016</p> <p>CNA p. 11,13,14,15</p>	10	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 align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) 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 2015</p> <p>CNA p.11,13,14,15</p>	4, 10	Principal, Administration, Counselors, Teachers,	<p>Formative: ERO session evaluation report, ERO session attendance report</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>7) Promote awareness throughout the district and at individual campuses 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 2015 - June 2016</p> <p>CNA p.11,13, 14, 15</p>	10	Principal, Administration, Counselors, Parent Liasion, Grade Level Teachers	<p>Formative: Student Progress Reports, Benchmark Scores,</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) 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.</p> <p>Population: Identified Homeless Students, AR</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p.13, 14, 15</p>	1, 8, 10	Principal, Counselors, Parent Liasion, Dean of Instruction	<p>Formative: Student Progress Reports, Benchmark Scores,</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) 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.</p> <p>Population: Dyslexia Students, At-Risk Students</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p. 12, 13,14,15,16</p>	3, 8	Principal, Dyslexia Teacher, T1 Paraprofessional	<p>Formative: Student progress reports, benchmark scores, lesson plans, classroom observations.</p> <p>Summative: STAAR results</p>				
<p>Funding Sources: Title I-A - \$24306.00, State Compensatory - \$57004.00</p>							
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>10) Recognized and award All Students with ribbons, trophies, and medals at the EOY Awards for academics, perfect attendance, UIL, Brainsville, DI, Spelling Bee, athletics, Chess, Cheerleading, Estudiantina and Cody Character, etc.</p> <p>Population: All students</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 11,13,15</p>	1, 2, 8	Principal, Counselors, Teachers	<p>Formative: Event programs</p> <p>Summative: Student and campus placement</p>				








<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>11) 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.</p> <p>Population: All students</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 11,13,14,15,16,17</p>	<p>1, 2, 9, 10</p>	<p>Principal, Campus Administrators, Extended Day Program Teachers.</p>	<p>Formative: Extended Day Schedule, Attendance report, lesson plans, classroom observations, benchmark scores and student progress reports</p> <p>Summative: STAAR results, EOY, Promotion Rates</p>				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Hudson students will maintain and/or increase the 97% attendance rate.

Summative Evaluation: Semester Attendance Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Train attendance clerk, parent liaison, parents to monitor attendance through eSchoolPlus</p> <p>Population: Clerks, Parent Liaison</p> <p>Timeline: August 2015</p> <p>CNA p.11,15,16,17</p>	1, 2, 9	Principal, Assistant Principals, PEIMS Supervisor, Attendance Clerk, Parent Liaison, PK-5th grade teachers	<p>Formative: ERO session evaluations</p> <p>Summative: eSchools attendance reports</p>				
				Funding Sources: Title I-A - \$27261.00			
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the school year.</p> <p>Population: All students</p> <p>Timeline: At the end of every six weeks throughout the school year</p> <p>CNA p.11,13,15,16</p>	1, 9	Principal, Counselors, PEIMS Administrator, Data Entry Clerk, K-5th grade teachers	<p>Formative: eSchools six weeks attendance reports event programs</p> <p>Summative: eSchools yearly attendance rate</p>				
				Funding Sources: Local - \$3000.00			

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Increase attendance goal by 5% by reducing campus Out-of-School suspensions.</p> <p>Population: All students</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p. 11,13,14,15</p>	1, 2, 9	Principal, Assistant Principals	<p>Formative: eSchools daily and six weeks attendance reports, OSS reports</p> <p>Summative: Yearly attendance Rate, Yearly OSS report</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							











Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.












Performance Objective 1: Hudson Elementary be a safe place for academic and social learning and discipline referrals will decrease by 5%.

Summative Evaluation: EOP Audit Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>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</p> <p>The campus EOP will be presented to faculty, staff and parents to promote campus safety awareness during staff and/or parental involvement meetings.</p> <p>Population: All campus personnel</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p.11,12,15</p>	1, 2, 4	EOP Team, Camps Safety Coordinator, Teachers	<p>Formative: ERO session evaluations</p> <p>Summative: EOP Audit report</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <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 2015 - June 2016</p> <p>CNA p.11,12,15</p>	1, 2, 5	Safety Coordinator, Campus Administration, Parent Liasion, BISD Security Officer	<p>Formative: Practice of lock-downs, fire-drills reports</p> <p>Summative: EOP Audit Report</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</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 2015 - January 2016</p> <p>CNA p.11,12,15</p>	1, 2, 4, 5, 10	Campus Safety Coordinator, Campus Administrators	<p>Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO</p> <p>Summative: Review 360 yearly reports</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</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 2015 - June 2016</p> <p>CNA p. 11,12,13,15,16</p>	1, 2, 5	Counselors, Principal, Dean of Instruction	<p>Formative: Student sign in sheets, Counselor logs</p> <p>Summative: PEIMS report</p>				



<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <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 2015- June 2016</p> <p>CNA p. 11,12,13,15,16</p>	1, 2, 3, 4	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 2015 - June 2016</p> <p>CNA p. 11,15</p>	1, 2	Principal, Office Clerk Administration Teachers Counselors Security Officer	<p>Formative: student sign out forms</p> <p>Summative: student Peims reports</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>7) Security officer 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 and to prevent victimization of students and staff.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p.11,12,13,15</p>	1, 2	Campus Security Officer, Principal, Administration, EOP Team,	<p>Formative: Evaluations, sign in sheets</p> <p>Summative: PEIMS discipline reports</p>				





<p>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.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 11,12,13,15</p>	1, 2, 5, 9	Principal, Campus Administrators, Custodial Personnel	<p>Formative: Custodian schedules</p> <p>Summative: Peims reports</p>				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 5</p> <p>9) Ensure that all Office Personnel and Special Education classroom have immediate access to a telephone 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.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA p. 11,12,15,17</p>	1, 5, 6, 7, 9	Principal, Special Education Teachers, Office Staff	<p>Formative: Telephone usage reports</p> <p>Summative: PEIMS reports</p>				
<p>Funding Sources: Local - \$1790.95</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							





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.








Performance Objective 1: Hudson Elementary will increase parental involvement by 5% from 2013-2014 to 2014-2015.

Summative Evaluation: Parent Evaluations/Title 1 Parental Involvement Checklist.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <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 2015 - June 2016</p> <p>CNA p.11,13,15</p>	1, 2, 6	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>				
Funding Sources: Title I-A - \$800.00, Title I-A - \$1200.00							

<p align="center">Critical Success Factors CSF 1 CSF 5</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 2015-June 2016</p> <p>CNA p. 11,13,15</p>	1, 2, 6	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>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <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 2015 - June 2016</p> <p>CNA p. 11, 13, 15</p>	1, 2, 6, 10	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>				
<p>Funding Sources: Title I-A - \$27525.00, Title I-A - \$600.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 5</p> <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 2015 - June 2016</p> <p>CNA p. 11,13,15</p>	1, 2, 6, 10	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>				
Funding Sources: Title I-A - \$200.00							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>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.</p> <p>Population: All Parents</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p. 11,13,15</p>	1, 2, 6	Administration, 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>				

<p align="center">Critical Success Factors CSF 5</p> <p>6) Recognize parent volunteers and business partners for their contribution in campus activities in order to increase attendance and participation.</p> <p>Population: Parents and Community</p> <p>Timeline: August 2015- June 2016</p> <p>CNA p. 11,13,15</p>	1, 6	Administration, SBDM Committee, Parent Liaison, Counselors	Formative: Contact Log				
			Summative: STAAR results, Students and parents attendance rate, discipline referrals				
		Funding Sources: Title I-A - \$200.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							





Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: Hudson migrant students will increase achievement on STAAR by 5%.

Summative Evaluation: PFS Monitoring Tool, Final STAAR results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Sections 1304(d) are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2015 -June 2016</p> <p>CNA p. 13,14,15,17</p>	1, 2, 9, 10	Special Program Administrator, Principal	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee reports</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, ad 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 2015 -June 2016</p> <p>CNA p. 13,14,15,16,17</p>	1, 2, 6, 9	Principal, Pre-Kinder to 2nd Grade teachers, Dean of Instruction	<p>Formative: BOY, MOY,</p> <p>Summative: CPALLS, TPRI, Tejas Lee, Aprenda,</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <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 2015 -June 2016</p> <p>CNA p.13, 14</p>	1, 2, 3, 9, 10	Pk-5th grade teachers, Principal, Dean of Instruction	<p>Formative: Progress Monitoring, Eligibility Lists, Attendance Sheets</p> <p>Summative: Attendance Report, Retention Rate Report</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) PFS/ Migrant students will be provided various age appropriate instructional materials such as: books, school supplies (paper,pencils, glue, binders, sharpeners, scissors, etc.) and other supplemental materials such as clothing and hygiene products to support promote school attendance and increase STAAR assessment scores EOY grades, and increase promotion rates.</p> <p>Population: PFS/ Migrant students</p> <p>Timeline: August 2015 -June 2016</p> <p>CNA p. 11,13,14,15,16,17</p>	1, 2, 9, 10	Principal, Parent Liaison, Dean of Instruction	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, Attendance reports</p>				
<p>Funding Sources: Title I-C (Migrant) - \$747.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) 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 2015 -June 2016</p> <p>CNA p. 13,14,16</p>	1, 2, 9, 10	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>6) 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 2015 - June 2016</p> <p>CNA p. 11,13,15</p>	1, 2, 9	Principal, Parent Liaison, Dean of Instruction	<p>Formative: Visitation Logs Parent Meeting Evaluations</p> <p>Summative: Session Evaluations Participation Surveys</p>				
<p>7) 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 2015 - June 2016</p> <p>CNA p. 11,13,14,16,17</p>	1, 2, 9, 10	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 Results</p>				







<p>8) 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 2015 - June 2015</p> <p>CNA p.11,15</p>	1, 2, 9	Principal, administrators, staff	<p>Formative: STAAR/ EOC Remediation Enrollment Lists Attendance Reports Participants Survey</p> <p>Summative: Session Evaluations Report Cards</p>				
<p>9) 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 2016</p> <p>CNA p.15</p>	1, 2	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>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>10) 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, 2015- June 3, 2016</p> <p>CNA p.13,14,15,16,17</p>		Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Six Weeks grades Assessment scores Increase promotion rates & test performance				
Funding Sources: Title I-C (Migrant) - \$360.00							






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) 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, MS and HS PFS Migrant Students Timeline: February 20, 2016</p> <p>CNA p.13,14,15,16,17</p>	1, 3, 9, 10	MSC Migrant Counselor Migrant Clerks Migrant Teachers	PBMAS Report Increased STAARS Scores for PFS students				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Students at Hudson Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology and receiving one to one tutorial assistance.

Summative Evaluation: STAAR scores, Aprenda and SAT 10, Post Test, Mindplay 10% increase on STAAR Scores, EOY grade, Walkthroughs, DIP (Data Informed Pre- Literacy Plan)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>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.</p> <p>Population : All Regular education, Sp.Ed. Migrant, At Risk, Bilingual students, GT students Timeline: August 2015-June 2016</p> <p>CNA p.11,12,13,17</p>	1, 2, 10	Administration, Dean of Instruction	<p>Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores.</p> <p>Summative: EOY, STAAR results.</p>				
Funding Sources: Local - \$430.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <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 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 Timeline: August 2015-June 2016 CNA p.11,12,13,14,16,17</p>	1, 2, 10	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>				
Funding Sources: Local - \$352.50, State Compensatory - \$9415.44, State Compensatory - \$3627.00, State Compensatory - \$6867.15							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Utilize research based instructional resources and targeted interventions to ensure that all students 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. Supplies will be purchased to support supplement instruction especially in the areas of mathematics and reading. STAAR Resources Materials Forde-Ferrier Information Reading Passages TEKas Target Practice for Mathematics, Grades 1-5 Countdown to Reading STAAR Edusmart Math Manipulatives Tango Central/Tango Trends Review 360 6+1 Writing Traits Bilingual Resources SIOP Esperanza/LE I & II Early Childhood Resources Circle RTI Tier Model TLI Routines/Strategies Reach/ESL NIE Standard/Aprenda Figure 19 Gale Fuller Math/Reading Population:Regular Education, Economically Disadvantaged, Sp.Ed. Migrant, At Risk. Bilingual students, GT Timeline: August 2015 to June 2016 CNA p13,14,16 & 17
1	1	3	Improve instruction for all students including ELL, 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) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. (PPCD, SFL, and Life Skills) Population: Regular education, Sp.Ed. Migrant, At Risk. Bilingual, GT students Timeline: August 2015 - June 2016 CNA p. 13, 14 & 16
1	1	5	Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job embedded staff development. 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 2015 - June 2016 CNA p.11,12,14,16
1	1	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. Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT students. Timeline: August 2015 - June 2016 CNA p. 13,14
1	1	8	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, 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 through the campus based leadership team (CBLT). Population: All Students, At-Risk, LEP, Economically Disadvantaged Timeline: August 2015 - June 2016 CNA p. 11, 16, 17

Goal	Objective	Strategy	Description
1	1	9	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: School Health Index Jump Rope for Heart Track & Field Encampment Puberty Presentation Health Curriculum Physical activities at least 30 minutes a day or 135 minutes weekly. Population: All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT Students. Timeline: August 2015 - June 2016 CNA p. 11, 14
3	1	1	3rd - 5th grade students not meeting reading, writing, and math and/or science standards will be provided an extended day/week program in order to bring them to grade level using differentiated instruction. Supplemental instructional materials will be provided to support the curriculum as well as school materials for implementing instruction. If monies permit, extended day/week transportation will be provided. Population: All 3rd to 5th grade AR, Ti, MI, LEP Timeline: September 2015- June 2016 CNA p. 13,14,16
3	1	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. Population: AR, TI, MI, LEP Timeline: August 2015 - June 2016 CNA p. 11,13,14,16
3	1	10	Recognized and award All Students with ribbons, trophies, and medals at the EOY Awards for academics, perfect attendance, UIL, Brainsville, DI, Spelling Bee, athletics, Chess, Cheerleading, Estudiantina and Cody Character, etc. Population: All students Timeline: August 2015 - June 2016 CNA p. 11,13,15
4	1	2	Recognize and award incentives to students with perfect attendance every six weeks and at the end of the school year. Population: All students Timeline: At the end of every six weeks throughout the school year CNA p.11,13,15,16
5	1	9	Ensure that all Office Personnel and Special Education classroom have immediate access to a telephone 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 2015 - June 2016 CNA p. 11,12,15,17

State Compensatory

Budget for Hudson Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-134-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-134-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$14,534.00
162-11-6118-00-134-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$18,277.00
162-11-6119-00-134-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,004.00
162-11-6119-00-134-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$109,644.00
162-13-6119-31-134-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,816.00
6100 Subtotal:		\$271,387.00
6300 Supplies and Services		
162-11-6399-00-134-Y-30-0K2-Y	6399 General Supplies	\$1,523.00
6300 Subtotal:		\$1,523.00

Personnel for Hudson Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adelaida Montfort	Pre-Kinder Teacher	State Compensatory	0.500
Ana C. Pena	Dean of Instruction	State Compensatory	1.000
Deifilia De Los Santos	Pre-Kinder Teacher	State Compensatory	0.500
Erica Zapata	Pre-Kinder Teacher	State Compensatory	0.500
Illeana Mora	Pre-Kinder Teacher	State Compensatory	0.500
Samantha Nettles	Dyslexia Teacher	State Compensatory	1.000

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a schoolwide program plan that includes all of the ten required components. The following ten components of a schoolwide program are embedded within the campus improvement plan and its activities.

Hudson Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pgs.7-23) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the Level III percentages in all content areas.

2: Schoolwide Reform Strategies

The Annual Measurement Achievement Objective System (AMAOS) indicators. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with

and are designed to implement the State and local improvements plans. Hudson Elementary offers after school tutorials and remediation strategies in core-area subjects to identified low-performing students through 3-Tier Model in order to improve their performance and overall success in the state assessment (1.1.1,1.1.2,1.1.3,1.1.4,1.1.10,1.1.14,3.1.1,3.1.2,3.1.9)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, highly qualified teachers will be provided with training and knowledge of core reading programs. The paying stipends for attainment of a Master's Degree that our district offers, as well as the district's plan for paying stipends for math, science and social studies. Hudson Elementary hiring committee consists of representation from teachers, special programs, specialized area representative, instructional staff and administration. The hiring committee follows standard procedures for scoring interviewees and provides recommendations to the principal for finalists. After Hudson Elementary hires highly qualified personnel, the school provides access to high quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences, campus webinars and workshops which will be intensive and sustained. (1.1.13, 6.1.2)

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, higher order questioning techniques, content area intervention strategies and bully free schools (1.1.1, 1.1.2,1.1.3, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.10,1.1.12, 1.1.13, 2.1.2, 6.1.2).

5: Strategies to attract highly qualified teachers

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition, Hudson Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral. (1.1.12)

6: Strategies to increase parental involvement

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs and extended day activities.

Professional Development sessions are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with Local, State Compensatory, State Bilingual, State Special Ed are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Title I, Part A Funds will be used to partially finance strategies to increase parental involvement. Parents will be at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Parental involvement meetings will be held twice a week to accommodate the needs of parents. (1.1.1, 1.1.3, 1.1.7, 1.1.8, 1.1.10, 1.1.13, 1.1.14, 3.1.1, 3.1.2, 3.1.9, 4.1.9, 7.1.3, 8.1.1, 8.1.2, 8.1.3, 8.1.4)

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will be held annually in the Spring. (1.1.11, 1.1.4)

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, TPRI/Tejas Lee, CPALLs, OWL Monitoring, previous STAAR scores, REACH test results, progress monitoring assessments, and benchmark tests in order to make decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.1.3, 1.1.5, 1.1.10, 1.1.13, 1.1.14)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Hudson Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting October 2015. Tutorials will be after school for 1.5 hours Mondays and Tuesdays. Students will be provided cognitive based strategies as supported by TLI trainings for Tier I instruction. Hudson Elementary will provide students with the Extended Day Program from 7:30 to 5:30 starting on August 2015 from Monday to Friday. Hudson Elementary will implement the BISD Fluency Initiative and Vocabulary Word of the Week to support this instruction. Interventions, supplemental materials, and support services will be provided using the 3 Tier Model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with additional 30 minutes of research based reading interventions and will be monitored every two weeks. Struggling students will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized reading instruction. (1.1.6, 1.1.7, 1.1.12, 1.1.14, 3.1.1, 8.1.2, 8.1.5)

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to provide supplemental instructional services.

Hudson Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including afterschool tutorials on Mondays and Tuesdays starting in October 2015, and extended day starting on August 2015 during the school week. In addition, State Compensatory Education funds will be utilized to provide direct instruction via categorical funded personnel and supplemental instructional materials. (6.1.2, 6.1.4) (8.1.1,8.1.2)

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. (1.1.3, 1.1.6,1.1.13) (3.1.3, 3.1.2 3.1.4, 3.1.5,3.1.8, 3.1.9, 3.1.10, 3.1.11) 4.1.2

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Hudson Elementary. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Hudson migrant students will receive school supplies upon their return from migrant travel to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and implement plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available services/opportunities in the school and or community. Fiction and Non-Fiction Readers will be ordered to support PFS student achievement in the area fluency and comprehension skills. Teachers will monitor progress of PFS migrant students and provide immediate remediation through small group instruction; computer based instruction; counseling's services and or referrals to nurse for needed assistance or services. (1.1.6, 1.1.11, 1.1.14) (3.1.2, 3.1.3, 3.1.4) (5.1.4, 5.1.5,5.1.6,5.1.8) 7.1.3 (8.1.1,8.1.2,8.1.3,8.1.4,8.1.5,8.1.6,8.1.7, 8.1.8)

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual students will have access to ipads to assist instruction. The Language Proficiency Assessment Committee at Hudson Elementary meets periodically to identify bilingual students, monitor student assessment and provide recommendations based on data reviewed. TELPAS progress monitoring is conducted on a six weeks basis and documentation is kept in ELL Portfolios that are found in the students' PRC. (1.2,1.3,1.4,1.6,1.10,1.14) 2.1.1 (3.1.3,3.1.10,3.1.11) (5.1.4,5.1.5,5.1.6,5.18)

Title I funds along with 162 and 211 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Bilingual 263 funds and Migrant 212 funds are encumbered to help support student instruction at Hudson Elementary. 5th grade students are utilizing the COWS to supplement the core instructional program and improve instructional delivery methods via technology media. Technological resources such as VGA cables, headphones, speakers, projector, projector lamps bulbs will be used to maintain the proper performance of our existing capital layout and continue the multisensory learning for our students. Resources such as ink cartridges are needed to print report cards, progress reports, record, data, and PRC to maintain appropriate student files and communication with parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
De Los Reyes, Rosa Maria	Pre-Kinder Aide	Title 1-A	1
Doria, Lisa Marie	Dyslexia Aide	Dyslexia	1
Euresti, Victoria	Library Aide	Title 1	1
Garza, Zenaida	Pre-Kinder Aide	Title 1-A	1
Iracheta, Hector	Nurse	Title 1-A	0.40
Laulom, Flora Estela	Pre-Kinder Aide	Title 1-A	1
Loza, Maria	Parent Liaison	Title	1
Lozano, Nancy	Pre-Kinder Aide	Title 1-A	1
Trevino, Adeline	Teacher Aide	Title 1-A	1

2015-2016 Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Rachel R. Ayala	Principal
Administrator	Ana C. Pena	Dean of Instruction
Business Representative	Chick Fil-A Alex	Business Representative
Business Representative	Barbara Kruger	Business Representative
Classroom Teacher	David Alaniz	Fifth Grade Lead Teacher
Classroom Teacher	Helen Dale	Third Grade Lead Teacher
Classroom Teacher	Dolores Gonzalez	Kinder Lead Teacher
Classroom Teacher	Michael Johnson	P.E. Lead Teacher
Classroom Teacher	Lizzety Lopez	Fourth Grade Lead Teacher
Classroom Teacher	Baleria Magana	First Grade Lead Teacher
Classroom Teacher	Margaret Ramon	Second Grade Lead Teacher
Classroom Teacher	Erica Zapata	Pre-Kinder Lead Teacher
Community Representative	Norma De Leon	Community Member
Community Representative	Michelle Livingstone	Community Member
District-level Professional	Martin Luna	State Compensatory
Non-classroom Professional	Edith Gomez	Counselor
Non-classroom Professional	Marvelia Vela	Counselor
Paraprofessional	Maria Loza	Parent Liasion
Parent	Gisela Alvarez	Parent
Parent	Beatrice Gossage	Parent
Student	Michael D. McHale	5th Grade Student

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	199-12-6325-00-134-Y-99-021-Y	\$386.00
1	1	2	Reading Supplies	199-12-6329-00-134-Y-99-00_Y	\$2,000.00
1	1	9	P.E. Supplies	199-11-6399-51-134-Y-11-000-Y	\$1,000.00
2	1	1	Travel and Subsistence Students	199-36-6412-24-134-Y-99-021-Y	\$2,200.00
2	1	1	Music Supplies	199-11-6399-57-134-Y-000-Y	\$890.00
4	1	2	Awards	199-11-6498-00-134-Y-11-000-Y	\$3,000.00
5	1	9	IP Phones	199-11-6399-00-134-Y-11-000-Y	\$1,790.95
8	1	1	Software	199-23-6395-65-134-Y-99-919-Y	\$430.00
8	1	2	Ink	199-11-6399-62-134-Y-11-000-Y	\$352.50
Sub-Total					\$12,049.45
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Instructional Materials: Pencils, crayons, notebook paper, pens, batteries	211-11-6399-00-134-Y-30-0F2-Y	\$1,003.00
1	1	2	TEKas Target Practice, Grades 1-5	211-11-6399-00-134-Y-30-0F2-Y	\$4,032.00
1	1	2	Math Manipulatives	211-11-6399-00-134-Y-30-0F2-Y	\$1,000.00
1	1	2	Forde-Ferrier Informational Reading Passages	211-11-6399-00-134-Y-30-0F2-Y	\$1,650.00
1	1	2	Paper	211-11-6396-00-134-Y-30-0F2-Y	\$1,974.00
1	1	2	Colored Paper for Math and Science Manipulatives	211-11-6399-00-134-Y-30-0F2-Y	\$1,979.00
1	1	4	Library Resources	211-13-6112-00-134-Y-24-0F2-Y	\$14,781.82
1	1	5	Substitutes	211-13-6112-00-134-Y-30-0F2-Y	\$7,500.00
1	1	8	Projectors	211-11-6398-62-134-Y-30-0F2-Y	\$4,740.00
1	1	8	Ink/Toner	211-11-6399-62-134-Y-30-0F2-Y	\$2,874.00
1	1	9	School Nurse	211-33-6119-00-134-Y300F2	\$23,952.00

3	1	1	General Supplies	211-11-6339-00-134-Y30-0F2	\$36,313.00
3	1	1	Reading Materials for Accelerated Literacy Instruction	211-11-6329-00-134-Y-30-0F2-	\$1,035.00
3	1	1	Supplemental Materials, Learning Wraps	211-11-6399-00-134-Y-30-0FA-Y	\$7,558.00
3	1	1	Extended Day Extra Duty Pay	211-11-6118-00-134-Y-24-ASP-Y	\$35,500.00
3	1	3	Pre-Kinder Aides	211-11-6129-06-134-Y320F2	\$124,650.00
3	1	9	ESEA	211-11-6129-06-134-Y24054	\$24,306.00
4	1	1	Parent Liaison	211-61-6129-00-134-Y300F2	\$27,261.00
6	1	1	Non-Food Items	211-61-6399-00-134-Y-30-0F2-Y	\$800.00
6	1	1	Light Refreshments/ Snacks	211-61-6499-53-134-Y-30-0F2-Y	\$1,200.00
6	1	3	Parent Liaison	211-61-6129-00-134-Y-30-0F2-Y	\$27,525.00
6	1	3	Mileage	211-61-6411-00-134-Y-30-0F2-Y	\$600.00
6	1	4	Literature and Pamphlets/ Subscriptions	211-61-6325-00-134-Y-30-0F2-Y	\$200.00
6	1	6	Awards	211-61-6498-00-134-Y-30-0F2-Y	\$200.00
Sub-Total					\$352,633.82

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Colored Paper for Math Manipulatives	162-11-6399-00-134-Y-30-000-Y	\$1,292.00
1	1	2	Colored Paper for Math Manipulatives	162-11-6399-00-134-Y-30-ASP-Y	\$280.00
1	1	8	Document Cameras	162-11-6649-62-134-Y-30-000-Y	\$7,462.00
1	1	8	Projectors	162-11-6398-62-134-Y-30-000-Y	\$2,370.00
3	1	1	Supplemental Materials, Workbooks & Composition Notebooks	162-11-6399-00-134-Y-30-000-Y	\$24,232.00
3	1	1	Paper	162-11-6396-00-134-Y-30-000-Y	\$2,340.00
3	1	1	Reading Materials for Accelerated Literacy Instruction	162-11-6329-00-134-Y-30-TLX-Y	\$5,000.00
3	1	1	Estrellitas	162-11-6399-00-134-Y-30-ASP-Y	\$2,707.00
3	1	1	Math Manipulatives	162-11-6399-00-134-Y-30-000-Y	\$45.00
3	1	1	Supplemental Materials, Learning Wraps	162-11-6399-00-B4-Y-30-000-Y	\$969.00
3	1	1	Extended Day Extra Duty Pay	162-11-6118-00-134-Y-30-ASP-Y	\$35,500.00
3	1	1	Tutorial Extra Duty Pay	162-11-6118-00-134-Y-30-ASP-Y	\$86,715.00

3	1	1	SSI Tutorial Extra Duty Pay	162-11-6118-00-134-Y-24-SSI-Y	\$13,568.00
3	1	2	1 FTE	162-13-6119-31-134-Y-30-000-Y	\$58,816.00
3	1	3	2 FTEs	162-11-6119-00-134-Y-34-PKK-Y	\$109,644.00
3	1	9	1 FTE	162-11-6119-00-134-Y-30-054-Y	\$57,004.00
8	1	2	Dell Computers	162-11-6649-62-134-Y-30-121-Y	\$9,415.44
8	1	2	Color Laser Printers	162-11-6399-62-134-Y-30-000	\$3,627.00
8	1	2	LED HDTV/ DVD/ Dell Projector	16-11-6399-00-134-Y-30-121-Y	\$6,867.15
Sub-Total					\$427,853.59
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Instructional Supplies	163-11-6399-00-134-Y-25-000-Y	\$1,889.00
1	1	10	Substitute	163-11-6112-00-134-Y-25-000-Y	\$3,000.00
Sub-Total					\$4,889.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Instructional Supplies: STAAT Accommodation Dictionaries & Pencils	263-11-6399-00-134-Y-25-000-Y	\$3,000.00
1	1	10	Paper	263-11-6396-00-134-Y-25-000-Y	\$729.00
Sub-Total					\$3,729.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	4	General Supplies	212-11-6339-00-134-Y24-0F2	\$747.00
7	1	10	Teacher Salaries	212-1161-18-134-024-Y	\$360.00
Sub-Total					\$1,107.00
Title II-A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	CSR Teacher	255-11-6119-01-134-Y240D0Y	\$66,089.00
Sub-Total					\$66,089.00

SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies	166-11-399-45-134-Y-23-0P5-Y	\$3,893.52
1	1	3	General Supplies	166-11-6399-00-134-Y-23-0B0-Y	\$1,000.00
1	1	3	General Supplies	166-11-6399-00-134-Y-23-0P0-Y	\$519.00
1	1	3	General Supplies	166-11-6399-00-134-Y-23-0P5-Y	\$926.00
Sub-Total					\$6,338.52
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
Sub-Total					\$0.00
Grand Total					\$874,689.38