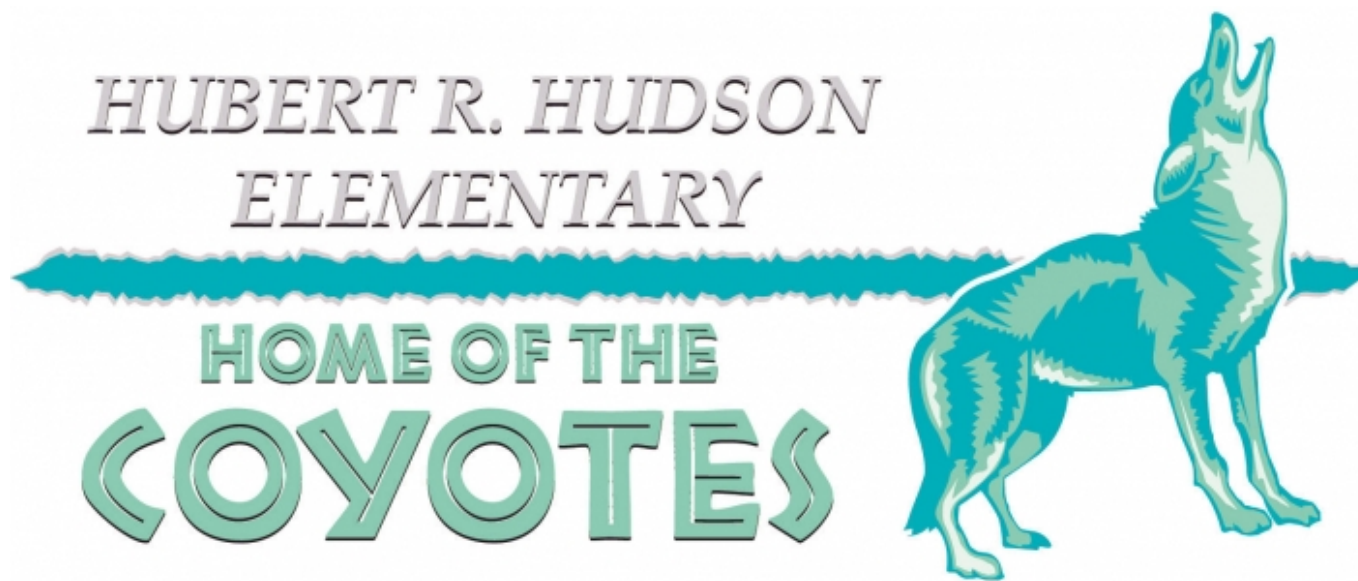


Brownsville Independent School District

Hudson Elementary

2018-2019 Campus Improvement Plan



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 792 Pre-Kinder through 5th grade students. As reported in the 2016-2017 TAPR the campus employed 49.8 teachers, 4.8 professional support staff, 4 campus administrators, 15.5 educational aids for a total staff count of 74.1 employees. The student population includes: 86.7% Hispanics, 6.6% White, Asian 0%, 0% Pacific Islanders, 0% African American, and 0% Two or more races, 91.9% Economically Disadvantage, 8.1% Non-Educationally Disadvantage, 44.6% English Language Learner (ELL), 70.7% At-Risk, 50.6% Special Education. The Attendance Rate is 96.4% for all students, 96.2% for Economically Disadvantaged, and 95.6% for Special Education, 96.5% for ELL students. 13.9% of Student Mobility. The retention rate is 4.2% for all students.

The following information originated from the 2016-2017 TAPR results.

Texas Accountability Inventory System (TAIS)

Demographics Strengths

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

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

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

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

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

Demographics Needs:

- Monitor weekly attendance and award students that have perfect attendance on a six weeks basis and increase the number of home visits.
- Increase the passing rates in the areas of reading and writing.
- Increase the passing rates within the Special Education department during co-planning with regular education teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate was below district goal of 97.5%. **Root Cause:** This area is impacted due to the high mobility rate.

Student Academic Achievement

Student Academic Achievement Summary

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

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

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

Student Academic Achievement Strengths

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

Student Achievement Needs:

- To increase STAAR scores in the area of writing the lower grades will have writing journals. Supplemental resources will be provided as teachers follow their frameworks and differentiate instruction appropriately.
- To improve comprehension in TPRI and Tejas LEE, TIER II intervention students will focus on "HOTS" comprehension questions and will be monitored through weekly HMH comprehension exams.
- Weekly grade level meetings with administration to discuss students' academic progress.
- Provide Migrant students with grade appropriate supplies and clothing as needed to meet the academic challenges such as STAAR, CPALLS, TPRI, TEJAS LEE, and TELPAS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Third grade Reading, 4th grade Writing, and 5th grade Science STAAR student performance was below other content performance for 2017. **Root Cause:** Interventions in the subject area were not implemented with sufficient frequency and fidelity to close performance gaps and raise overall scores.

Problem Statement 2: Special Education STAAR 2017 performance was significantly below "all" student performance. **Root Cause:** Instructional strategies needs to be addressed and implemented efficiently and effectively in order to meet student needs.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Knowledge of Curriculum components and TEKS
- Grade Level planning
- Small group interventions
- Fluency Evaluation

- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances
- Teacher created assessments and benchmarks

CURRICULUM, INSTRUCTION, AND ASSESSMENT SUMMARY NEEDS:

- Development of higher level STAAR formatted questions to follow every weekly assessment. HOT questions will be included in lesson plans.
- Scheduling of additional Reading time and intervention for Tier II and III. Teacher classroom schedule will include sustained silent reading time as well as read aloud time for students.
- In order to increase percentage of students passing STAAR we will be unit testing every 6 weeks. Each grade level (1-5) will have a unit test committee and along with Dean of Instruction will create six week benchmarks. Tracking sheets will be used and growth of 15 percent per six weeks will be expected. All students that fail tests per six weeks will have a RTI 5 & RTI 7 that will show how teacher is differentiating the instruction.
- To improve TELPAS scores bilingual students will use ESL Reading Smart program. Students will practice taking assessments online throughout the school year and use TELPAS tutorials.
- All grade levels will turn in fluency on a weekly basis and Kinder through 5th grade students will participate in First 1000 words that will place students on reading grade level.
- Feedback from classroom observations from administration will be provided to teachers to promote higher order thinking skills in the classroom.
- All migrant students will have priority with supplemental support services to ensure that grade level goals are met. Examples include small group, tutorial, and RTI interventions

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Interviews of teacher candidates include teaching a lesson
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provide the needed support to retain and recruit qualify teachers.
- Grade Level Mentor

STAFF QUALITY, RECRUITMENT, AND RETENTION STRENGTHS:

100% of teachers at Hudson Elementary are High-Quality certified Teachers by the state of Texas. T-Tess reflects the improved quality of instruction that teachers provide to their students. Special programs teachers are highly qualified and prepared to work with the needs of our special population. We have professional development, co-teaching, modeling of lessons provided by administration. There is extensive data analysis and effective professional development for faculty and staff.

STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:

- Teachers will receive trainings that improve classroom management in order to decrease discipline referrals.
- Teachers will receive professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure.

SCHOOL CONTEXT AND ORGANIZATION Strengths:

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 keeps a data wall in order to track and monitor students progress as the year goes by. This will allow teachers to adjust instruction and lesson preparation, if needed.

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:

- Scheduling of Horizontal and vertical alignment planning. Students will have a day of special programs that include computer lab, library, music, and PE as grade levels plan.
- Administration will monitor curriculum instruction, assessments, and school operations to ensure a safe environment conducive to learning. 1.5
- Tutorial attendance rosters will be reflective on master schedule for different budget codes.

Technology

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Teachers and students feel proficient in technology department
- Technology being used in different content areas
- Campus Newsletter and Website
- TST on campus
- School Website
- Computer access for students in all classrooms
- Class Dojo

TECHNOLOGY NEEDS:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following technology areas of improvement would be addressed:

- Provide technology trainings on new text book adoption, Ipads, IPad applications, eSchoolPLUS, and RTI.
- TST will update Hudson website every six weeks to provide current school information for parents, teachers and staff.
- Teacher will have computers in every classroom that incorporate into centers.

Perceptions

Perceptions Summary

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

Perceptions Strengths

- Administration is visible and available throughout the campus.
- Our school provides a clean and safe learning environment for all campus stakeholders.
- High expectations
- Parental Involvement
- Effective walkthroughs
- Immediate feedback from campus administration by providing a weekly newsletter that includes recent developments, campus procedures, calendar, professional development and relevant school activities.
- Active participating in health and fitness, Fitness Gram, CATCH activities

School Culture and Climate Needs:

- Students will receive six weeks awards, A/B Honor Roll, and Good Character awards.
- Students will receive perfect attendance awards.
- Students will be recognized for participation in extra-curricular programs at EOY.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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 2018-June 2019</p> <p>CNA:</p>		<p>Dean of Instruction, Principal, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist,</p>	<p>Formative: ERO session evaluations, walk-through forms, lesson plans</p> <p>Summative: STAAR Test Results EOY TPRI, Tejas Lee, C-PM</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Utilize research based instructional resources and targeted interventions to ensure that all students (NL, ELL, PD's, Sp. Ed.) are prepared to meet the demands of standardized assessment (local, state, and national). Snacks will be provided to students while STAAR testing and/or benchmarking. Substitutes will be made available for testing days. Supplies will be purchased to support supplement instruction especially in the areas of science, mathematics, and reading.</p> <p>STAAR Resources Materials Forde-Ferrier Information Reading Passages STEMscopes Texas Mentoring Minds TEKas Target Practice for Mathematics, Grades 1-5 Countdown to Reading STAAR Edusmart Math 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 Stanford/Aprenda Figure 19 Dictionaries Bilingual Dictionaries Empowering Writers LION</p> <p>Population: All Students, AR, TI, MI, AR, ELL/PD Students</p> <p>Timeline: August 2018 to June 2019</p> <p>CNA pgs. 6-13</p>	<p>2.4</p>	<p>Pk-5th grade Teachers, Principal Dean of Instruction, 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, C-PM results</p>				
<p>Funding Sources: 211 Title I-A - 42608.00, 199 Local funds - 29065.00, 162 State Compensatory - 9000.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Improve instruction for all students including ELL, Parental Denials, Special Education, At-Risk, GT and Economically Disadvantaged students by providing teachers focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension (oral language skills, that increase listening/speaking/reading and writing proficiency), SIOP, and intervention strategies based on student performance data to close the achievement gap and demonstrate academic and social progress. (PPCD, SFL, and Life Skills) At the same time, address the need to increase parental involvement.</p> <p>Population: Regular education, Sp.Ed. Migrant, At Risk. Bilingual, PD's, GT students</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA</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, C-PM</p>				
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<p>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>	2.4	Principal, Dean of Instruction, PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist	<p>Formative: ERO Session Evaluations, Walk-through forms,</p> <p>Summative: Event attendance reports, EOY usage reports for Istation, Mindplay, and Think Through Math</p>				
<p>Science Fair Brainsville Spelling Bee Review 360 6+1 Traits Balanced Literacy Model Tango Central/Tango Trends EduSmart History Fair Brownsville Kids Vote ECH Symposium TLI Routines/Strategies ELA Summit Inclusion Special Olympics SIOP/ELPS Bilingual Model ELL Portfolio Reach MindPlay Accelerated Reader Point 100 Day of School Chess Destination Imagination Week of the Young Child Activities Career Day</p> <p>Population: Regular Education, Sp.Ed. Migrant, At Risk. Bilingual, PD's and GT teachers.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 5-9</p>			<p>Funding Sources: 211 Title I-A - 5500.00</p>				

<p>Critical Success Factors 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 2018 - June 2019</p> <p>CNA</p>		<p>Principal, Dean of Instruction, PK- 5th grade Teachers, Lead Teachers Curriculum Specialist</p>	<p>Formative: ERO session evaluations, walk-throughs, STAAR Benchmark results, MOY TPRI, Tejas Lee and CPMA</p> <p>Summative: STAAR Results, EOY TPRI, Tejas Lee, C-PM reports</p>				
<p>Critical Success Factors 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, Parental Denials, and GT students.</p> <p>Timeline: August 2018 - June 2019</p>		<p>Dean of Instruction, Principal, PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist</p>	<p>Formative: ERO session evaluations, walk-throughs, LessonPlans, Progress reports, Benchmarks, MOY results for TPRI, Tejas Lee, and CPMA</p> <p>Summative: EOY TPRI, Tejas , C-PM results, STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Utilize instructional technology within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, clickers, Interactive whiteboards, calculators, projectors, document cameras, printers, ink, televisions, hardware and software, etc.) in order to differentiate instruction and meets students educational needs. Project Share TSLP courses, Office 365, One Cloud will further develop the professional learning communities.</p> <p>Population: All Students, At-Risk, ELL, PD, Economically Disadvantaged</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 5-11</p>	2.4	Principal, Dean of Instruction, PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist	<p>Formative: Walk-throughs, computer lab schedules, lesson plans, progress monitoring assessments</p> <p>Summative: Computer software usage reports, STAAR Scores, EOY Tejas Lee, TPRI, C-PM reports</p>				
<p>Funding Sources: 211 Title I-A - 3000.00, 199 Local funds - 0.00, 162 State Compensatory - 8505.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) The LPAC committee and teachers will monitor the language acquisition of ELL and Parental Denial students in order to ensure that students show academic progress.</p> <p>Population: ELL/ PD Students</p> <p>Timeline: August 2018 - June 2019</p>		LPAC Administrator, Bilingual Clerk, Principal, LPAC members, Classroom Teachers	<p>Formative: Walk-throughs, Mindplay reports, District and Campus Benchmarks, BOY and MOY TPRI, Tejas Lee, and C-PM reports, LPAC minutes, M1 M2 progress reports</p> <p>Summative: STAAR scores, TPRI, Tejas Lee, CPMA, Student promotion</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>9) An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will be held annually in the Spring.</p> <p>Population: pre-school head start students.</p> <p>Timeline: January 2018- June 2019</p>		Principal, campus administration, counselors, coaches teachers	<p>Formative: presentation attendance report</p> <p>Summative: Pre-Kinder enrollment and attendance reports</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>10) Administration and Mentor Teacher will meet with New Teacher to assist with their professional development through mentoring of teaching strategies, classroom management, lesson planning, campus and assessment procedures, disgregation of data, etc. In addition to these and due to the high need of highly qualified teachers, stipends will be provided for lead teachers, supplemental duty, and bilingual. All teachers receive free health insurance, free, extensive and secured parking. Teachers also receive non-monetary incentives.</p> <p>Population: GT, Bilingual, Sp. Ed. General Ed. and regular education teachers</p> <p>Timeline: August 2018- June 2019</p>		Principal, campus administration	<p>Formative: ERO session evaluations, Lesson Plans</p> <p>Summative: ERO transcripts, PDAS</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/C-PM, TPRI/Tejas Lee, SAT 10/APRENDAS, STAAR, SELP/SSLP, benchmarks, TELPAS, and Houghton Mifflin Unit Assessments to provide reinforcement of Reading skills for all students.</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, Parental Denials, GT teachers</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p.</p>		Principal, classroom teachers, campus administration	<p>Formative: BOY, MOY, Progress Monitoring, Report cards, Benchmark scores.</p> <p>Summative: EOY, STAAR results</p>				
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<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>12) 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 2018 - June 2019</p>		<p>Principal, Campus Administration, Counselors</p>	<p>Formative: Weekly newsletter, programs, attendance forms</p> <p>Summative: Campus participation reports</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>13) Hudson Elementary teachers will provide students with ELAR activities as appropriate for level as per the BISD Action Plan through weekly fluency, journals, and novel reading.</p>		<p>PK-5th Grade teachers</p>	<p>Formative: Weekly fluency reports, LION reports</p> <p>Summative: CPALLS, TPRI/Tejas Lee, LION reports</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Hudson Elementary will support Early Childhood Education in order to increase early literacy and student school readiness following following full day sessions for three year old students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>*Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2017 - June 2018 CNA: Pg. 8</p>		<p>TI-A Three-Year-Old Program Principals, Federal Programs Administrator, Supervisor, Deans of Instruction</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluation, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10%</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Pre-K Teachers and Paraprofessionals will assist in the academic and social success of the students.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2018- June 2019</p> <p>CNA Pgs. 5-9</p>		Principal, Administrator for State Compensatory Education, Dean of Instruction, PreKinder teachers	Formative: Master schedule, lesson plans, classroom observations, student progress reports, C-PM (BOY and MOY)				
<p>Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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





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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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 are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2018 -June 2019</p>		Special Program Administrator, Principal	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee, C-PM reports</p>				
<p>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 2018 -June 2019</p>		Principal, Pre-Kinder to 2nd Grade teachers, Dean of Instruction	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee, C-PM reports</p>				

<p>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 2018-June 2019</p>		<p>Pk-5th grade teachers, Principal, Dean of Instruction</p>	<p>Formative: NGS Priority for Service Campus Reports,</p> <p>Summative: STAAR, TELPAS, EOY TPRI, Tejas Lee, C-PM reports</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) 3RD-5TH STAAR results will be reviewed to secure accurate placement into the State Assessment remediation opportunities.</p> <p>Population: Migrant students</p> <p>Timeline: August 2018 -June 2019</p>		<p>Special Program Administrator, Principal, 3rd -5th grade teachers</p>	<p>Formative: STAAR remediation, Enrollment Lists, NGS STAAR Reports, Benchmarks Results</p> <p>Summative: STAAR results</p>				
<p>5) Parents of Migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Parents of PK-2nd grade students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Principal, Parent Liaison, Dean of Instruction</p>	<p>Formative: Visitation Logs Parent Meeting Evaluations</p> <p>Summative: Session Evaluations Participation Surveys</p>				

<p>6) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: 1st grade migrant students</p> <p>Timeline: August 2018 -June 2019</p>		<p>Special Programs Administrator, Campus Principal, Teachers</p>	<p>Formative: Three Week Progress Reports 6 Weeks Report Cards</p> <p>Summative: EOY Promotion Rate EOY Grades EOY TPRI/Tejas LEE C-PM Results</p>				
<p>7) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Migrant students and parents</p> <p>Timeline: August 2018 - June 2019</p>		<p>Principal, administrators, staff</p>	<p>Formative: STAAR/ EOC Remediation Enrollment Lists Attendance Reports Participant Parent Survey</p> <p>Summative: Session Evaluations Report Cards</p>				
<p>8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Migrant students</p> <p>Timeline: April 2019</p>		<p>Principal, campus administration, Parent Liaison, Dean of Instruction Pk-5th Grade Teachers</p>	<p>Formative: Parent Meeting Evaluations Student Session Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p>				





<p>Critical Success Factors CSF 1 CSF 4</p> <p>9) Extended Day tutorial session may be held for migrant students at elementary, middle school and high school campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant and PFS students Timeline: October 1, 2018- June 3, 2019</p>		<p>Campus Administration Classroom Teachers, Extended Day Teacher MSC</p>	<p>Six Weeks grades Assessment scores Increase promotion rates & test performance</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students</p> <p>Timeline: February 20, 2019</p>		<p>Campus Counselor</p>	<p>PBMAS Report Increased STAARS Scores for PFS students</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

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

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 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/Charro Days Parade</p> <p>Population: All Students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA p.</p>		<p>Music Teacher Pk-5th grade teachers, Administration, Dean of Instruction, UIL Coach, UIL Coordinator</p>	<p>Formative: Walkthroughs UIL participation list,Permission Slips</p> <p>Summative: Event Programs, School rankings</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 1: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Hudson Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>Population: All staff</p> <p>Timeline: December 2018- June 2019</p>		<p>School Administration Campus Maintenance Staff Counselors Librarian Faculty and Staff</p>	<p>Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Campus will implement a systematic approach to renovate, upgrade, and improve Campus facilities in order to prioritize safety and needs of the Campus such as needs assessment survey for Staff members.</p> <p>Population: Hudson faculty, staff, and administration</p> <p>Timeline: August 2018</p>		<p>Administration Head Custodian District Maintenance</p>	<p>Formative: Administration and Custodial Staff walkthrough reports</p> <p>Summative: Staff Needs Assessment Survey and Facilities List</p>				
							

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

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

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: December 2018- June 2019		Campus Administration DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Hudson Elementary will celebrate Teacher Appreciation week. Population: Hudson Staff Timeline: December 2018- June 2019		Campus Administration	Formative: School Calendar of events Summative: CIP/CNA				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 3:

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

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

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary will update website at least monthly including showcasing student and community activities. Population: Hudson Faculty and Staff/Parents/Community Timeline: December 2018- June 2019		TST Campus Administration	Formative: Website, BISD Website, Campus CNN Summative: number of views on website				

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hudson Elementary actively participated in the District of Innovation voting. The campus voted on various early school calendar options. Timeline: January 2019-August 2019 Population: Faculty and Staff Members CNA:	2.4	Campus faculty and staff Administrators	Calendars, calendar voting results				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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





Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 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 2018 - June 2019</p>		EOP Team, Camps Safety Coordinator, Teachers	<p>Formative: ERO session evaluations</p> <p>Summative: EOP Audit report</p>				
Funding Sources: 199 Local funds - 5400.00							

<p align="center">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 2018 - June 2019</p> <p>CNA p.11,12,15</p>		<p>Safety Coordinator, Campus Administration, Parent Liasion, BISD Security Officer</p>	<p>Formative: Practice of lock-downs, fire-drills reports</p> <p>Summative: EOP Audit Report</p>				
<p 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 2018 - January 2019</p> <p>CNA:</p>		<p>Campus Safety Coordinator, Campus Administrators</p>	<p>Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO</p> <p>Summative: Review 360 yearly reports</p>				

<p 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 2018 - June 2019</p> <p>CNA p.</p>		<p>Counselors, Principal, Dean of Instruction</p>	<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 2018- June 2019</p> <p>CNA p.</p>		<p>Counselor,Principal, Campus Administrators</p>	<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 2018 - June 2019</p> <p>CNA p.</p>		<p>Principal, Office Clerk Administration Teachers Counselors Security Officer</p>	<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) Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus school ground, foster a safe learning environment, and to prevent victimization of students and staff.</p> <p>Population: All students, TI, AR, LEP,</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p.</p>		<p>Administration, Campus Security Officer, EOP Team</p>	<p>Formative: Sign-In sheets, Raptor Summary Report</p> <p>Summative: PEIMS discipline reports</p>				
<p align="center">Critical Success Factors CSF 6</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 2018 - June 2019</p> <p>CNA p. 5-9</p>		<p>Principal, Campus Administrators, Custodial Personnel</p>	<p>Formative: Custodian schedules</p> <p>Summative: Peims reports</p>				<p>Funding Sources: 199 Local funds - 3300.00</p>

<p>Critical Success Factors CSF 3 CSF 5</p> <p>9) Ensure that all Office Personnel and Special Education classroom have immediate access to a telephone and/or handheld radios in order to ensure the safety and well being of all campus stakeholders. Office supplies will be purchased in order to maintain accurate documentation on file as needed and/or as monies become available.</p> <p>Population: All campus stakeholders</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p.</p>		Principal, Special Education Teachers, Office Staff	Formative: Telephone usage reports Summative: PEIMS reports				
<p>Funding Sources: 166 State Special Ed. - 138.00</p>							
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>10) Foster a positive learning community through the increase of school culture and climate initiatives that will grow teachers as leaders and develop human capital.</p> <p>Population: Teachers and Staff</p> <p>Timeline: January 2019-May 2019</p> <p>CNA p. 5-9</p>		Principal, Assistant Principal, Dean of Instruction	Formative: Professional Development Evaluation Reports Summative: Staff CNA Report				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

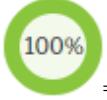



Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Population: All Students Timeline: August 2018 to June 2019		Security Services Department (edited by Security)	Formative: Safety Meeting Sign-In Sheets Summative: +100% completed District and Campus Emergency Operations Plans.				
2) Place and assign security officers throughout the year at each elementary, middle and high school. A Police Officer will be stationed at each High School (including BAC) and Middle School. Population: All Students Timeline: August 2018 to June 2019		Security Services Department (edited by Security)	Formative: Security Officers and Police Officers work schedule assignments Summative: +end of year assignments indicating all campuses have officer and or security officer in place				
3) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019 CNA pg.		Guidance & Counseling Department (edited by Counseling)	Formative: copies of Presentations, Sign-In sheets and Agendas Summative: +Decrease in the number of students discipline incidents compared to prior school year				

<p>4) Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus, foster a safe learning environment, and to prevent victimization of students and staff.</p> <p>Population: All Students, TI, AR, LEP</p> <p>Timeline: August 2018 to June 2019</p>		Administration, Campus Security Officer, EOP Team	Formative: Sign-In sheets, Raptor Summary Report				
	<p>Funding Sources: 211 Title I-A - 510.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = 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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p align="center">Critical Success Factors CSF 2 CSF 6</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 2018 - June 2019</p> <p>CNA: 5-9</p>		<p>Parent Liaison, Principal Campus Administration, SBDM Teachers</p>	<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 6</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 2018-June 2019</p> <p>CNA p.</p>		<p>Administration, teachers, parent liaison</p>	<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 style="text-align: center;">Critical Success Factors CSF 5</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 2018 - June 2019</p> <p>CNA p. 6-13</p>		<p>Administration, Parent Liaison</p>	<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: 211 Title I-A - 1600.00</p>							

<p align="center">Critical Success Factors 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 2018 - June 2019</p> <p>CNA p. 6-13</p>		<p>Administration, Staff, Parent Liaison</p>	<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>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 2018- June 2019</p>		<p>Administration, Parent Liaison</p>	<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>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 2018- June 2019</p> <p>CNA p. 6-13</p>		Administration, SBDM Committee, Parent Liaison, Counselors	Formative: Contact Log				
	<p>Summative: STAAR results, Students and parents attendance rate, discipline referrals</p> <p>Funding Sources: 211 Title I-A - 0.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will participate in Vertical Planning and Make-n-Takes for curriculum, assessment, data analysis, and other teaching strategies in order to make informed academic assessment decisions.</p> <p>Population: PK-5th Gr. Teachers</p> <p>Timeline: August 2018- June 2019</p> <p>CNA:</p>		Principal, Dean of Instruction, PK-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>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) 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 2018- December 2018</p> <p>CNA p. 12</p>		All GT classroom teachers, Principal, Dean of Instruction	<p>Formative: ERO session evaluations</p> <p>Summative: ERO teacher transcripts</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) 2nd -5th Grade teachers will participate in half day Pull- Out Planning for data analysis, assessments and teaching strategies in order to make informed academic assessment decisions and plan accordingly to ensure students academic success.</p> <p>Population: 2nd - 5th Gr. Teachers</p> <p>Timeline: August 2018- June 2019</p> <p>CNA: P.6-13</p>		Principal, Dean of Instruction, 2nd -5th Grade teachers	<p>Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th</p> <p>Summative: Improved scores on Rdg. TELPAS & STAAR</p>				
<p>Funding Sources: 211 Title I-A - 8000.00</p>							

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities. She will also have a full time aide to assist her in the library.</p> <p>*Librarian will participate in the Innovative Approaches to Literacy (IAL) Grant called Project Literacy Innovations for Book Reading Opportunities (LIBRO)</p> <p>Population: All Students</p> <p>Timeline: August 2018-June 2019</p>		Principal, Dean of Instruction, Librarian 1st - 5th Grade Teachers	<p>Formative: Six weeks AR performance reports</p> <p>Summative: Yearly AR reports usage and performance</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



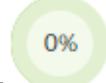

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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</p> <p>Timeline: August 2018-June 2019 CNA</p>		Administration, Dean of Instruction	<p>Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores.</p> <p>Summative: EOY, STAAR results</p>				

<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, language, and literacy skills and in order to improve math and reading skills through the use of computerized programs. In addition, they will also practice technology skills and learn command of the keyboard through the use of the internet.</p> <p>Population : All Regular education, SpEd. Migrant, At Risk, Bilingual students, GT students</p> <p>Timeline: August 2018-June 2019 CNA</p>		Administration, Pk-5th Grade teachers, Dean of Instruction	<p>Formative: Computer Lab Schedule, Lesson Plans, Classroom Observations, Technology grades, Progress Reports</p> <p>Summative: STAAR results, EOY, student retention rate</p>				
<p>3) In order to increase student technology skills, all students in 2nd grade will be issued an I-Pad for use in the 2018-2019 school year. The Ipads and software will be used to further improve their academic success.</p> <p>Population: 2nd Grade Students Timeline: August 2018-June 2019</p> <p>CNA:</p>		2nd Grade Teachers, Administrations, Dean of Instruction	<p>Formative: Lesson Plans, Classroom Observations, Technology grades, Progress Reports</p> <p>Summative: EOY, student retention rate</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

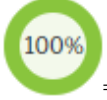



Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) The campus will ensure support services for students identified as homeless to receive the full protections of the McKinney-Vento Act. This will include that they enroll immediately even if lacking documentation normally required for enrollment so that they attend and succeed in school.</p> <p>Population: Homeless Students, At-Risk</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.</p>		Principal, Data Entry Clerk, Counselors, Teachers	<p>Formative: Student rosters, student progress reports, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p.</p>		Principal, Adminstration, 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>3) Implement a food pantry and closet at Hudson to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: Identified Homeless Students, AR</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.</p>		<p>Principal, Counselors, Parent Liasion, Dean of Instruction</p>	<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 5 CSF 6</p> <p>4) Recognized and award All Students with ribbons, trophies, and medals at the EOY Awards for academics, perfect attendance, AR, UIL, Brainsville, DI, Spelling Bee, athletics, Chess, Cheerleading, Estudiantina and Cody Character, etc.</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 5-9</p>		<p>Principal, Counselors, PK-5th Teachers</p>	<p>Formative: Event programs</p> <p>Summative: Student and campus placement</p>				
<p>Funding Sources: 199 Local funds - 1250.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) Train attendance clerk, parent liaison, parents to monitor attendance through eSchoolPlus</p> <p>Population: Clerks,Parent Liaison</p> <p>Timeline: August 2018</p> <p>CNA p. 5-9</p>		<p>Principal, Assistant Principals, PEIMS Supervisor, Attendance Clerk, Parent Liaison, PK-5th grade teachers</p>	<p>Formative: ERO session evaluations</p> <p>Summative: eSchools attendance reports</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) Recognize and award incentives to students with perfect attendance and academic achievement and AR every six weeks and at the end of the school year.</p> <p>Population: All students, Economically Disadvantaged</p> <p>Timeline: At the end of every six weeks throughout the school year</p> <p>CNA p. 5-9</p>		<p>Principal, Counselors, PEIMS Administrator, Data Entry Clerk, K-5th grade teachers</p>	<p>Formative: eSchools six weeks attendance reports event programs</p> <p>Summative: eSchools yearly attendance rate</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>7) Increase attendance goal by 5% by reducing campus Out-of-School suspensions.</p> <p>Population: All students</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.</p>		<p>Principal, Assistant Principals</p>	<p>Formative: eSchools daily and six weeks attendance reports, OSS reports</p> <p>Summative: Yearly attendance Rate, Yearly OSS report</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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





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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students not meeting reading, writing, math, and/or science standards will be provided accelerated instruction, including but not limited to an extended day/week program, to assist them master content TEKS. Supplemental instructional materials will be provided to support the curriculum and spiral instruction.</p> <p>Population: All Students, AR, TI, MI, ELL, PD</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p. 6-13</p>	2.5	Principal, Dean of Instruction Classroom Teachers Administrator for State Compensatory Education	<p>Formative: eSchool Plus tutorial schedule, Tutorial Attendance report, Tutorial lesson plans, tutorial classroom observations, Lesson Plans, benchmark scores and student progress reports</p> <p>Summative: STAAR results</p>				
Funding Sources: 162 State Compensatory - 15969.00							
<p>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 2018 - June 2019</p> <p>CNA p. 5-9</p>		Administrator for State Compensatory Education, Principal, Dean of Instruction	<p>Formative: ERO session evaluations report, ERO session attendance report, Teacher lesson plans, classroom observations, Benchmark scores and student progress reports</p> <p>Summative: STAAR</p>				
Funding Sources: 162 State Compensatory - 20000.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Middle School Transition: A transition orientation session for fifth graders going to Middle School will be held prior to completion of student choice slips. Middle school personnel will create an awareness of the Middle School expectations and promote higher education.</p> <p>Population: 5th grade students</p> <p>Timeline: May 2018 - June 2019</p> <p>CNA p.</p>		<p>Counselors Principal, 5th grade teachers, Middle school personnel</p>	<p>Formative: Student permission slips, choice slips</p> <p>Summative: Student attendance report</p>				
<p>4) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2018</p> <p>CNA p.</p>		<p>Principal, Administration, Counselors, Teachers,</p>	<p>Formative: ERO session evaluation report, ERO session attendance report</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				





<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide a campus wide Dyslexia program for identified students: Identification process will follow Response to Intervention and Dyslexia procedures. Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook. Services provided will include individualized accommodation plans to be implemented in general education classrooms. Dyslexia Lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting.</p> <p>Population: Dyslexia Students, At-Risk Students</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p. 5-9</p>		Principal, Dyslexia Teacher, T1 Paraprofessional	Formative: Student progress reports, benchmark scores, lesson plans, classroom observations. Summative: STAAR results				
Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th Grade students in order to provide academic interventions, tutoring, homework assistance, recreation, fine arts, and academic activities.</p> <p>Population: All students (NL, ELL, PD, AR, SE, Migrant, GT)</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 6-13</p>	2.5	Principal, Campus Administrators, Extended Day Program Teachers	Formative: Extended Day Schedule, Attendance report, lesson plans, classroom observations, benchmark scores and student progress reports Summative: STAAR results, EOY, Promotion Rates				
Funding Sources: 162 State Compensatory - 48000.00, 211 Title I-A - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) In an effort to promote physically and emotionally healthy students, we will implement the CATCH (Coordinated Approach to Child Health) activities that will evaluate the implementation of district initiatives such as:</p> <p>School Health Index Jump Rope for Heart Track & 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 2018 - June 2019</p> <p>CNA p.</p>		<p>PK-5th grade Teachers, Principal, Dean of Instruction, Lead Teachers, Campus Nurse, Counselors</p>	<p>Formative: Walk-throughs, PE schedule</p> <p>Summative: Fitness Gram results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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	\$15,969.00
162-11-6118-00-134-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$20,000.00
162-11-6118-00-134-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$48,000.00
6100 Subtotal:		\$83,969.00
6300 Supplies and Services		
162-11-6325-00-134-Y-30-000-Y	6325 Library Books - Locally Defined	\$4,000.00
162-11-6396-00-134-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$5,000.00
162-11-6399-00-134-Y-30-000-Y	6399 General Supplies	\$8,505.00
6300 Subtotal:		\$17,505.00

Personnel for Hudson Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Pena	Dyslexia Teacher	State Compensatory	1.000
Deifilia De Los Santos	Pre-Kinder Teacher	State Compensatory	0.500
Erica Zapata	Pre-Kinder Teacher	State Compensatory	0.500
Ileana Mora	Pre-Kinder Teacher	State Compensatory	0.500
Nilda Martinez	Dean of Instruction	State Compensatory	1.000

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

-SSI tutorials

-Year long Extended Day tutorials until 5:30 PM

-Regular tutorials

-Community Presentations

-Hands On activities

-Academic Resources

2.5: Increased learning time and well-rounded education

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

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

All forms are signed and returned.

3.2: Offer flexible number of parent involvement meetings

The campus will offer flexible parent involvement meetings.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Doria, Lisa Marie	Dyslexia Aide	Dyslexia	1
Garza, Zenaida	Pre-Kinder Aide	Title 1-A	1
Iracheta, Hector	Nurse	Title 1-A	0.40
Laulom, Flor Estela	Pre-Kinder Aide	Title 1-A	1
Lopez, Araceli	Library Aide	Title 1	1
Loza, Maria	Parent Liaison	Title 1	1
Lozano, Nancy	Pre-Kinder Aide	Title 1-A	1
Trevino, Adeline	Teacher Aide	Title 1-A	1
Vacancy	Pre-Kinder Aide	Title 1-A	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Nilda Martinez	Dean of Instruction
Administrator	Rachel R. Ayala	Principal
Non-classroom Professional	Marvelia Vela	Counselor
District-level Professional	Juan De Leon	State Compensatory
Classroom Teacher	Claudia Salinas	5th Grade teacher
Classroom Teacher	Adelaida Montfort	Pre-K3 Teacher
Classroom Teacher	Erica Zapata	PK4 Teacher
Classroom Teacher	Baleria Magana	1st Grade teacher
Classroom Teacher	Frances Cowen	2nd grade Teacher
Classroom Teacher	Lorena Vela	3rd Grade teacher
Classroom Teacher	Lizzety Lopez	4th Grade Teacher
Parent	Eugenio Quinones	Parent
Parent	Eduardo Martinez	Parent
Community Representative	Ofelia Montiel	Community Rep.
Business Representative	Berta Garza	Business Representative
Community Representative	Pending Replacement	
Business Representative	Pending Replacement	

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials/General Supplies		\$29,065.00
1	1	7			\$0.00
5	1	1			\$5,400.00
5	1	8	Supplies for Maintenance-Custodians	199-51-63-15-00-134-Y-99-0-00-Y	\$3,300.00
9	1	4	Awards	199-11-64-98-00-134-Y-11-0-00-Y	\$1,250.00
9	1	6		199-11-64-98-134-Y-11-0-00-Y	\$1,250.00
Sub-Total					\$40,265.00
Budgeted Fund Source Amount					\$40,265.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials-Subscription	162-11-6325-00-134-Y-30-000-Y	\$4,000.00
1	1	2	COPY PAPER	162-11-6396-00-134-Y-30-000-Y	\$5,000.00
1	1	7	General Suuplies		\$8,505.00
1	2	2			\$0.00
9	2	1		162-11-6118-00-134-Y-24-SSI-Y	\$15,969.00
9	2	2			\$20,000.00
9	2	5			\$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY	162-11-6118-00-134-Y-30-ASP-Y	\$48,000.00
Sub-Total					\$101,474.00
Budgeted Fund Source Amount					\$101,474.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

5	1	9	Safety Belts	166-11-6399-00-134-Y-99-0B0-Y	\$138.00
Sub-Total					\$138.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$862.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies		\$40,075.00
1	1	2	STEMScoptes	211-11-6299-62-134-Y-30-0F2-Y	\$683.00
1	1	2	Mentoring Minds Reading Student Workbooks	211-11-6399-00-134-Y-30-0F2-Y	\$1,850.00
1	1	4	General Supplies		\$5,500.00
1	1	7	General Supplies		\$3,000.00
1	2	2			\$0.00
5	2	4	Raptor Technology	211-23-6349-00-134-Y-30-0F2-Y	\$510.00
6	1	1			\$500.00
6	1	3			\$1,600.00
6	1	4			\$0.00
6	1	6			\$0.00
7	1	3			\$8,000.00
9	1	5			\$0.00
9	1	6	Miscellaneous Costs-Awards	211-11-6498-00-134-Y-30-0F2-Y	\$4,000.00
9	2	5			\$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY		\$0.00
Sub-Total					\$65,718.00
Budgeted Fund Source Amount					\$64,058.00
+/- Difference					\$-1,660.00
Grand Total					\$207,595.00