

# **Brownsville Independent School District**

## **Hudson Elementary**

### **2023-2024 Campus Improvement Plan**



# 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

Rigor, Depth and Complexity Leading to Student Success!

## State Mission, Objectives, and Goals

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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 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. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
- (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
- (3) guide students toward understanding and productively functioning in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

## **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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Hubert R. Hudson Elementary is located in the rapidly developing northern part of Brownsville, Texas. The school opened in 1998 and is named after two men, Hubert R. Hudson, Sr., and his son Hubert R. Hudson, Jr. Both Hudson men exuded a passion for life, reflected in multiple business pursuits, dedication to improving the world through political, charitable, religious, and educational institutions and attention to family. The school sits on what was once part of the Hudson farm which was donated by the family. The Hudson mascot is the Coyote.

Hudson Elementary is one of 34 elementary schools in Brownsville ISD and has a predominantly Hispanic population. The campus opens its doors to almost 700 Pre-Kinder 3 through 5<sup>th</sup> grade students and 75 faculty and instructional staff members. Hudson offers a rigorous curriculum and a variety of extracurricular activities for all students to assist in the development of academia, social, emotional, and physical skills. We serve a diverse population of bilingual, GT, and special education students who have opportunities to participate in activities such as, Coyote Chess, Coyote Cheer, Coyote Dance, Coyote Band, Coyote Piano Club, tutorial, and an assortment of sports. Bus transportation and supper is provided daily for those who participate in these activities during our Extended Day Program.

Hudson is projected to earn an A rating. Hudson Elementary is committed to working with all stakeholders to ensure students are provided with the best quality education to meet their individual needs. 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. Hubert R. Hudson Elementary - best of the best!

## Demographics

### Demographics Summary

Hudson Elementary School is a projected A rated campus located in Brownsville, Texas. It is one of thirty-four elementary schools in Brownsville ISD and services 695 students in Pre-Kinder 3 through 5<sup>th</sup> grade. The student population consists of At-Risk, Economically Disadvantaged, Emergent Bilingual, Special Education, Section 504, Dyslexia, Gifted and Talented, Homeless, and Migrant. The highest subgroups being 83% Economically Disadvantaged and 64% At-Risk. Seven percent of our students fall under House Bill 1416 due to not passing the STAAR assessment(s).

## Hudson Demographics



Total Enrollment	Total At-Risk	Total Eco. Dis.	Total EB	Total <u>Sp.Ed.</u>	Total GT	Total 504	Total RTI	Total HB 1416	
695	446	578	175	116	67	129	66	4 <sup>th</sup> 18	5 <sup>th</sup> 33
Percent	64%	83%	25%	17%	10%	19%	9%	7%	

### Demographics Strengths

Projected "A" rated campus.



Extended Day enrichment activities, SEL, afterschool and Saturday tutorial services support the whole student.

Perfect attendance and honor roll celebrations per six weeks.

School-home communication via various social media platforms

Attendance goal is 98% for the school year.

# 2023 Projected Rating



Overall Rating A	Student Achievement B	School Progress B	Closing the Gap A
A = 91	B = 80	Academic Growth C = 78 Relative Performance B = 89	A = 94

Distinction Designations 2023

TBA

Current Attendance Rate 96%

Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause:** Data shows there is a need in these areas for growth.

**Need Statement 2 (Prioritized):** Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause:** Data shows a higher percentage of at-risk students in need of academic achievement progress.

**Need Statement 3 (Prioritized):** Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause:** Campus enrollment goal is 700. We are almost there.

**Need Statement 4 (Prioritized):** Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause:** As noted in the campus participation lists and walk-through data.

**Need Statement 5 (Prioritized):** Need to monitor language acquisition of bilingual students to show academic progress. **Data Analysis/Root Cause:** Data shows a low number of students exiting the bilingual program.

## Student Learning

### Student Learning Summary

Teachers have been trained on how to read and analyze data reports from Aware, Tango, eSchoolPlus Failure Reports, and Lead4ward Accountability 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. Two online programs that we utilize are **Flip** and **Book Creator**. These two programs assist teachers in creating "fun" activities which yield growth in Listening, Speaking, Reading, and Writing. All 3rd - 5th grade teachers and resource teachers were trained in the Lead4ward **Do the Write Thing** training. This helped teachers in prepping students be able to write across the curriculum.

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.

## 2022 vs 2023 RLA STAAR Data

Grade	Approaches 2022 vs 2023	Difference	Meets 2022 vs 2023	Difference	Masters 2022 vs 2023	Difference
3 <sup>rd</sup>	78/84	+6	56/53	+3	34/24	-10
4 <sup>th</sup>	71/79	+8	49/51	+2	25/21	-4
5 <sup>th</sup>	90/85	-5	73/60	-7	53/33	-20

## 2022 vs 2023 Math STAAR Data

Grade	Approaches 2022 vs 2023	Difference	Meets 2022 vs 2023	Difference	Masters 2022 vs 2023	Difference
3 <sup>rd</sup>	76/83	+7	53/56	+3	28/24	-4
4 <sup>th</sup>	73/72	-1	42/56	+14	24/30	+6
5 <sup>th</sup>	88/90	+2	63/67	+4	32/22	-10

## 2022 vs 2023 Science STAAR Data

Grade	Approache	Difference	Meets	Difference	Masters	Difference
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	S 2022 vs 2023		2022 vs 2023		2022 vs 2023	
5 <sup>th</sup>	71/67	-4	37/28	-9	14/7	-7
STAAR-ALT 2 / TELPAS-ALT						
3 <sup>rd</sup>	RLA 100/100	Math 100/100		TELPAS ALT 100%	All exited	
4 <sup>th</sup>	RLA 67/100	Math 100/100				
5 <sup>th</sup>	RLA 100/100	Math 100/100	Science 80/100			

2021-22 All Grades			
	RLA	Math	Science
Approaches	81%	81%	73%
Meets	59%	56%	39%
Masters	37%	29%	15%

2020-2021 All Grads				
	ELA/Rdg	Math	Writing	Science
Approaches	73%	55%	58%	52%
Meets	45%	30%	33%	9%
Masters	24%	17%	11%	3%

2018-2019					2017-2018					2016-2017				
	Campus	Sp. Ed.	Eco. Dis.	EL		Campus	Sp. Ed.	Eco. Dis.	EL		Campus	Sp. Ed.	Eco. Dis.	EL
Grade 3-Reading %					Grade 3-Reading %					Grade 3-Reading %				
Approaches	87	71	86	80	Approaches	85	*	85	83	Approaches	78	56	77	67
Meets	57	36	56	33	Meets	47	*	45	38					
Masters	31	14	30	13	Masters	23	*	22	20					
Grade 3-Math %					Grade 3-Math %					Grade 3-Math %				
Approaches	92	71	91	91	Approaches	92	*	91	98	Approaches	93	75	93	89

Approaches	73	43	71	61	Approaches	64	*	61	70	Approaches	88	75	88	88
Meets	73	43	71	61	Meets	64	*	61	70	Meets	88	75	88	88
Masters	46	7	45	35	Masters	30	*	28	40	Masters	88	75	88	88
Grade 4-Reading %					Grade 4-Reading %					Grade 4-Reading %				
Approaches	94	77	94	94	Approaches	91	*	90	85	Approaches	83	43	84	76
Meets	62	54	59	53	Meets	61	*	59	53	Meets	83	43	84	76
Masters	19	8	16	14	Masters	28	*	28	22	Masters	83	43	84	76
Grade 4-Math %					Grade 4-Math %					Grade 4-Math %				
Approaches	87	77	85	86	Approaches	95	*	94	93	Approaches	90	71	91	87
Meets	39	46	36	53	Meets	64	*	61	58	Meets	90	71	91	87
Masters	20	15	20	22	Masters	36	*	32	29	Masters	90	71	91	87
Grade 4-Writing %					Grade 4-Writing %					Grade 4-Writing %				
Approaches	84	54	84	86	Approaches	78	*	76	76	Approaches	79	54	79	67
Meets	55	31	52	43	Meets	56	*	53	47	Meets	79	54	79	67
Masters	12	0	10	8	Masters	16	*	13	10	Masters	79	54	79	67
Grade 5-Reading %					Grade 5-Reading %					Grade 5-Reading %				
Approaches	95	80	94	89	Approaches	91	*	92	90	Approaches	86	60	86	76
Meets	65	35	63	53	Meets	57	*	56	52	Meets	86	60	86	76
Masters	34	10	32	26	Masters	24	*	58	53	Masters	86	60	86	76
Grade 5-Math %					Grade 5-Math %					Grade 5-Math %				
Approaches	97	85	97	96	Approaches	97	*	97	98	Approaches	89	67	88	86
Meets	78	40	76	74	Meets	76	*	76	76	Meets	89	67	88	86
Masters	47	25	45	44	Masters	46	*	43	47	Masters	89	67	88	86
Grade 5-Science %					Grade 5-Science %					Grade 5-Science %				
Approaches	86	60	85	77	Approaches	88	*	89	86	Approaches	78	47	75	62
Meets	63	50	61	52	Meets	45	*	47	51	Meets	78	47	75	62
Masters	28	15	25	23	Masters	14	*	13	19	Masters	78	47	75	62

## Student Learning Strengths

Hudson Elementary students are projected to earn an A Rating in State Accountability. Since the State's accountability reports are not out yet, we hope to have earned more than last year's distinction designations or at least have maintained the 5.

## Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction.

**Data Analysis/Root Cause:** As noted in the 2023 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

**Need Statement 2 (Prioritized):** Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause:** As noted in the campus participation lists and walk-through data.

**Need Statement 3 (Prioritized):** Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.

**Need Statement 4 (Prioritized):** Need to monitor language acquisition of bilingual students to show academic progress. **Data Analysis/Root Cause:** Data shows a low number of students exiting the bilingual program.

**Need Statement 5 (Prioritized):** Need to increase participation of students in full day PK3 and PK4 by expanding the program. **Data Analysis/Root Cause:** Data is noted in the campus registration lists.

**Need Statement 6 (Prioritized):** Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.

**Need Statement 7 (Prioritized):** Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause:** Data shows there is a need in these areas for growth.

**Need Statement 8 (Prioritized):** Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc. **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.

**Need Statement 9 (Prioritized):** Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause:** Data shows a higher percentage of at-risk students in need of academic achievement progress.

# 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 that 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 3rd-5th. In addition, PK- 5th grade students are afforded the opportunities to stay for Extended Day. All 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 timelines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

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

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

## School Processes & Programs Strengths

### INSTRUCTIONAL AND CURRICULAR STRENGTHS:

- Knowledge of Curriculum components and TEKS
- Grade Level weekly planning
- Implementation of small group interventions
- Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances
- Teacher created assessments and benchmarks
- TELPAS
- Data Analysis meetings
- Implementation of district and campus goals



- Support for interventions through tutorials, Extended Program, and Summer School

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

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

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

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

### **TECHNOLOGY STRENGTHS:**

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

### **Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction.

**Data Analysis/Root Cause:** As noted in the 2023 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

**Need Statement 2 (Prioritized):** Need to increase the use of technology in the classrooms to support learning. **Data Analysis/Root Cause:** Walkthroughs show a need to increase usage of technology resources and update obsolete.

**Need Statement 3 (Prioritized):** Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause:** As noted in the 2023 CNA Survey results.

**Need Statement 4 (Prioritized):** Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.

**Need Statement 5 (Prioritized):** Need to provide trainings on new resources, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH, and digital platforms. **Data Analysis/Root Cause:** As noted in the 2023 CNA Survey results.

**Need Statement 6 (Prioritized):** Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.

**Need Statement 7 (Prioritized):** Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure and meet student academic needs. **Data Analysis/Root Cause:** As noted in the 2023 CNA Survey results.

**Need Statement 8 (Prioritized):** Need to increase TELPAS ratings and the number of students that exit the Bilingual program. **Data Analysis/Root Cause:** Campus data shows a performance gap in these areas when compared to the state and the district.

**Need Statement 9 (Prioritized):** Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause:** As noted in the 2023 CNA Survey results.

**Need Statement 10 (Prioritized):** Need to increase teacher preparation and student participation in programs such as Science Fair, Brainsville, Spelling Bee, UIL, Kids Vote, Chess, DI, Tutorial, Extended Day, Summer School, CATCH, etc. **Data Analysis/Root Cause:** Data shows a low student participation in district events.

**Need Statement 11 (Prioritized):** Need to continuously update Hudson website every six weeks. **Data Analysis/Root Cause:** As noted in the 2023 CNA Survey results.

**Need Statement 12 (Prioritized):** Need to schedule Horizontal and vertical alignment planning. **Data Analysis/Root Cause:** As noted in the 2023 CNA Survey results.

# 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 to encourage staff to commit to quality work, incentives, and instruction in order to provide a safe and welcoming environment for all campus stakeholders. We need to increase participation in our weekly parental involvement meetings. Our campus needs to provide more on-going classroom management and data analysis teacher trainings.

## Perceptions Strengths

### PERCEPTION STRENGTHS:

- Administration is visible and available throughout the campus.
- Our school provides a clean and safe learning environment for all campus stakeholders. (Based on CNA 22-23)
- High expectations
- Parental Involvement Activities and meetings
- Immediate feedback from campus administration by providing a weekly newsletter that includes recent developments, campus procedures, calendar, professional development and relevant school activities.
- Active participating in health and fitness, Fitness Gram, CATCH activities
- Positive faculty & staff culture
- Variety of after-school activities

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause:** Campus enrollment goal is 700. We are almost there.

**Need Statement 2 (Prioritized):** Need to increase parent/teacher communication through different sources. **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.

**Need Statement 3 (Prioritized):** Need to increase parent participation in weekly meetings and activities in an effort to improve family engagement. **Data Analysis/Root Cause:** As noted in the weekly parent logs and 2023 CNA survey.

**Need Statement 4 (Prioritized):** Need to increase all stakeholder participation in surveys, campus, and district initiatives. **Data Analysis/Root Cause:** As noted in the 2023 CNA

survey results.

**Need Statement 5 (Prioritized):** Need to decrease student perception of bullies on campus through counseling presentations **Data Analysis/Root Cause:** As noted in the 2023 CNA survey results of 52% .

**Need Statement 6 (Prioritized):** Need to increase college and professional awareness amongst all stakeholders. **Data Analysis/Root Cause:** As noted during counselor presentations and a campus/district initiative.

# Priority Need Statements

**Need Statement 1:** Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students.

**Data Analysis/Root Cause 1:** Data shows there is a need in these areas for growth.

**Need Statement 1 Areas:** Demographics - Student Learning

**Need Statement 2:** Need to increase support services to economically disadvantaged students (At-Risk).

**Data Analysis/Root Cause 2:** Data shows a higher percentage of at-risk students in need of academic achievement progress.

**Need Statement 2 Areas:** Demographics - Student Learning

**Need Statement 3:** Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction.

**Data Analysis/Root Cause 3:** As noted in the 2023 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

**Need Statement 3 Areas:** Student Learning - School Processes & Programs

**Need Statement 4:** Need to increase Professional Development that builds instructional capacity and recognize teacher achievements.

**Data Analysis/Root Cause 4:** As noted in the 2023 CNA Survey results.

**Need Statement 4 Areas:** School Processes & Programs

**Need Statement 5:** Need to increase Professional Development opportunities for teachers.

**Data Analysis/Root Cause 5:** As noted in the 2023 CNA survey.

**Need Statement 5 Areas:** Student Learning - School Processes & Programs

**Need Statement 6:** Need to provide trainings on new resources, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH, and digital platforms.

**Data Analysis/Root Cause 6:** As noted in the 2023 CNA Survey results.

**Need Statement 6 Areas:** School Processes & Programs

**Need Statement 7:** Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level.

**Data Analysis/Root Cause 7:** As noted in the campus participation lists and walk-through data.

**Need Statement 7 Areas:** Demographics - Student Learning

**Need Statement 8:** Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure and meet student academic needs.

**Data Analysis/Root Cause 8:** As noted in the 2023 CNA Survey results.

**Need Statement 8 Areas:** School Processes & Programs

**Need Statement 9:** Need to increase TELPAS ratings and the number of students that exit the Bilingual program.

**Data Analysis/Root Cause 9:** Campus data shows a performance gap in these areas when compared to the state and the district.

**Need Statement 9 Areas:** School Processes & Programs

**Need Statement 10:** Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning

**Data Analysis/Root Cause 10:** As noted in the 2023 CNA Survey results.

**Need Statement 10 Areas:** School Processes & Programs

**Need Statement 11:** Need to increase teacher preparation and student participation in programs such as Science Fair, Brainsville, Spelling Bee, UIL, Kids Vote, Chess, DI, Tutorial, Extended Day, Summer School, CATCH, etc.

**Data Analysis/Root Cause 11:** Data shows a low student participation in district events.

**Need Statement 11 Areas:** School Processes & Programs

**Need Statement 12:** Need to increase student attendance, provide additional incentives, increase parent liaison home visits.

**Data Analysis/Root Cause 12:** Campus enrollment goal is 700. We are almost there.

**Need Statement 12 Areas:** Demographics - Perceptions

**Need Statement 13:** Need to monitor language acquisition of bilingual students to show academic progress.

**Data Analysis/Root Cause 13:** Data shows a low number of students exiting the bilingual program.

**Need Statement 13 Areas:** Demographics - Student Learning

**Need Statement 14:** Need to increase participation of students in full day PK3 and PK4 by expanding the program.

**Data Analysis/Root Cause 14:** Data is noted in the campus registration lists.

**Need Statement 14 Areas:** Student Learning

**Need Statement 15:** Need to increase opportunities for data analysis meetings with administration and special education teachers

**Data Analysis/Root Cause 15:** As noted in the 2023 CNA survey.

**Need Statement 15 Areas:** Student Learning - School Processes & Programs

**Need Statement 16:** Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc.

**Data Analysis/Root Cause 16:** As noted in the 2023 CNA survey.

**Need Statement 16 Areas:** Student Learning

**Need Statement 17:** Need to schedule Horizontal and vertical alignment planning.

**Data Analysis/Root Cause 17:** As noted in the 2023 CNA Survey results.

**Need Statement 17 Areas:** School Processes & Programs

**Need Statement 18:** Need to continuously update Hudson website every six weeks.

**Data Analysis/Root Cause 18:** As noted in the 2023 CNA Survey results.

**Need Statement 18 Areas:** School Processes & Programs

**Need Statement 19:** Need to increase the use of technology in the classrooms to support learning.

**Data Analysis/Root Cause 19:** Walkthroughs show a need to increase usage of technology resources and update obsolete.

**Need Statement 19 Areas:** School Processes & Programs

**Need Statement 20:** Need to increase parent/teacher communication through different sources.

**Data Analysis/Root Cause 20:** As noted in the 2023 CNA survey.

**Need Statement 20 Areas:** Perceptions

**Need Statement 21:** Need to increase parent participation in weekly meetings and activities in an effort to improve family engagement.

**Data Analysis/Root Cause 21:** As noted in the weekly parent logs and 2023 CNA survey.

**Need Statement 21 Areas:** Perceptions

**Need Statement 22:** Need to increase all stakeholder participation in surveys, campus, and district initiatives.

**Data Analysis/Root Cause 22:** As noted in the 2023 CNA survey results.

**Need Statement 22 Areas:** Perceptions

**Need Statement 23:** Need to decrease student perception of bullies on campus through counseling presentations

**Data Analysis/Root Cause 23:** As noted in the 2023 CNA survey results of 52% .

**Need Statement 23 Areas:** Perceptions

**Need Statement 24:** Need to increase college and professional awareness amongst all stakeholders.

**Data Analysis/Root Cause 24:** As noted during counselor presentations and a campus/district initiative.

**Need Statement 24 Areas:** Perceptions





# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# 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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).


**Performance Objective 1:** Hudson student performance for all students, all grades, all subjects will exceed 2023 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in mathematics, reading/language arts (RLA), and science by 2 percentage points.

El desempeño de los estudiantes de Hudson para todos los estudiantes, todos los grados, todas las materias superara el porcentaje de STAAR 2023. Rendimiento del nivel de grado y el nivel de grado de STAAR Masters en matematicas, lectura/escritura, y ciencia por 2 puntos porcentuales.



## HB3 Goal

**Evaluation Data Sources:** STAAR performance reports comparing 2024 to 2023.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dean of Instruction will provide instructional support to staff on district frameworks, research based strategies, and best practices addressed in district and campus professional development.</p> <p>Decano de Instruccion proporcionara apoyo instructivo al personal sobre marcos distritales, estrategias basadas en la investigacion y mejores practicas abordadas en el desarrollo profesional del distrito y del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations, walk-through forms, lesson plans</p> <p>Summative: STAAR Test Results by 2 percentage points EOY TPRI, Tejas Lee, mClass, CPALLS</p> <p><b>Staff Responsible for Monitoring:</b> Administration PK- 5th grade Teachers, Curriculum Specialist,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> All teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1 - Student Learning 7</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 2:</b> Utilize research based instructional resources and targeted interventions to ensure that all students (NL, EB, PD's, Sp. Ed.) are prepared to meet the demands of standardized assessment (local, state, and national). Snacks will be provided to students while STAAR testing and/or benchmarking. Substitutes will be made available for testing days. Supplies will be purchased to support supplement instruction especially in the areas of science, mathematics, and reading. Utilizar recursos de instruccion basados en la investigacion e intervenciones especificas para asegurar que todos los estudiantes (NL, EB, PD's, Sp. Ed.) esten preparados para satisfacer las demandas de evaluacion estandarizada (local, estatal y nacional). Se proporcionaran aperitivos a los estudiantes mientras se prueba STAAR y/o benchmarking. Los sustitutos estaran disponibles para los dias de prueba. Los suministros se compraran para apoyar la instruccion de suplementos, especialmente en las areas de la ciencia, las matematicas y la lectura.</p> <p>STAAR Resources Materials  Forde-Ferrier Information Reading Passages  STEMscopes Texas  Mentoring Minds  TEKas Target Practice for Mathematics, Grades 1-5  Countdown to Reading STAAR  Studies Weekly  Flip  Book Creator  Lead4ward Sessions and Resources  Edusmart  Math Manipulatives  Tango Central/Tango Trends  Review 360  6+1 Writing Traits  Bilingual Resources  SIOP  Esperanza/LE I &amp; II  Early Childhood Resources Circle  RTI Tier Model  TLI Routines/Strategies  Reach/ESL  Stanford/Aprenda  Dictionaries  Bilingual Dictionaries  Empowering Writers  HATCH  Education Galaxy  Heggerty: Daily Lesson Videos  Discovery Education  Legends of Learning  Sharon Wells  Imagine Math  Imagine Literacy  Writeable</p>				


<div>Lexia Core 5 Software (SE Resource)</div> <div>Unique learning Software (Life Skills &amp; SFL)</div> <div>PA All Day, CIRCLE, CLI, Lenguaje y Lectura, 7 centers, Semillitas (PK)</div> <div>eBooks</div> <div>mClass</div> <div><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-through forms, Progress reports, progress monitoring assessments, benchmarks</div> <div> Summative: Increase student promotional rates by 3 percent points STAAR Scores, EOY TPRI, Tejas Lee, CPALLS results</div> <div><b>Staff Responsible for Monitoring:</b> Pk-5th grade Teachers,Administration, Curriculum Specialist</div> <div> <b>Title I:</b> 2.4 - <b>Population:</b> All Students, AR, TI, MI, AR, EB/PD Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</div> <div><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</div> <div><b>Funding Sources:</b> COPY PAPER - 199 Local funds - 199-11-6396-00-134-Y-11-000-Y - \$1,500, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-134-Y-11-000-Y - \$3,452, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-134-Y-11-000-Y - \$100, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-134-Y-99-000-Y - \$2,000, Substitutes (Testing) - 199 Local funds - 199-11-6112-18-134-Y-99-000-Y - \$5,000, Specialized Supplies - 166 State Special Ed. - \$5,850</div>				
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Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Improve instruction for all students including EB, Parental Denials, Special Education, At-Risk, GT and Economically Disadvantaged students by providing teachers focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension ( oral language skills, that increase listening/speaking/reading and writing proficiency), SIOP, and intervention strategies based on student performance data to close the achievement gap and demonstrate academic and social progress. (PPCD, SFL, and Life Skills) At the same time, address the need to increase parental involvement.</p> <p>Mejorar la instruccion para todos los estudiantes, incluyendo EB, Negaciones Parentales, Educacion Especial, En Riesgo, GT y Estudiantes Economicamente Desfavorecidos proporcionando a los maestros oportunidades de aprendizaje enfocadas tales como reuniones basadas en estrategias colaborativas, investigacion desarrollo profesional anclado que apoya la comprension de la lectura (habilidades del lenguaje oral, que aumentan el dominio de la escucha / hablar / lectura y escritura), SIOP, y estrategias de intervencion basadas en los datos de rendimiento de los estudiantes para cerrar el logro brecha y demostrar el progreso academico y social. (PPCD, SFL y Habilidades para la Vida) Al mismo tiempo, abordar la necesidad de aumentar la participacion de los padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO evaluations, walk-through forms, STAAR Benchmark Scores, MOY TPRI, Tejas Lee, CPALLS scores, mClass, Progress reports</p> <p>Summative: STAAR results to increase by 3 percent, EOY TPRI, Tejas Lee, CPALLS. mClass</p> <p><b>Staff Responsible for Monitoring:</b> PK-5th grade Teachers, Administration, Curriculum Specialist</p> <p><b>Population:</b> Regular education, Sp.Ed. Migrant, At Risk. EB, PD's, GT students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Demographics 1, 5 - Student Learning 4, 6, 7 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> General Supplies - 163 State Bilingual - 163-11-6399-00-134-Y-25-000-Y - \$2,070</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> Provide teachers with the necessary support, including appropriate researched based strategies and supplies to implement the campus initiatives to meet the needs of all students and ensure their success by providing them with proper reading materials, library books, and supplies. Support will also be provided with printing materials for library and classroom use.</p> <p>Students will be able to visit the campus library on a weekly basis. Brindar a los maestros el apoyo necesario, incluidas las estrategias apropiadas basadas en la investigacion, para implementar las iniciativas del campus para satisfacer las necesidades de todos los estudiantes y asegurar su exito proporcionandoles materiales de lectura, libros de biblioteca adecuados, y otros recursos. Los estudiantes podran visitar la biblioteca del campus semanalmente. Brindar apoyo tambien de imprimir materiales para la biblioteca y salones de clase.</p> <p>Science Fair Brainsville Spelling Bee</p>		Formative			Summative
		Oct	Jan	Mar	May
					

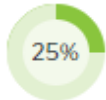
Review 360 6+1 Traits Balanced Literacy Model Tango Central/Tango Trends EduSmart History Fair Brownsville Kids Vote ECH Symposium TLI Routines/Strategies ELA Summit Inclusion Special Olympics SIOP/ELPS Bilingual Model ELL Portfolio Reach MindPlay Accelerated Reader Point 100 Day of School Chess Destination Imagination Week of the Young Child Activities Career Day Scholastic Coding  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO Session Evaluations, Walk-through forms,  Summative: Event attendance reports to increase by 3 percent <b>Staff Responsible for Monitoring:</b> Administration, PK- 5th grade Teachers, Curriculum Specialist  <b>Population:</b> Regular Education, Sp.Ed. Migrant, At Risk. EB, PD's and GT teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Learning 1, 9 - School Processes & Programs 1 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-12-6399-00-134-Y-99-000-Y - \$300, General Supplies - 163 State Bilingual - 163-11-6399-00-134-Y-25-031-Y				
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job embedded staff development.</p> <p>Construir capacidad de instruccion a traves del uso de grupos de cohortes de lideres de equipo y proporcionar a estos participantes con el desarrollo de personal integrado en el trabajo.</p> <p>Lead Teachers Grade level teachers ELPS GT Dyslexia/RTI/504 SIOP TLI Routines/Strategies Data Informed Plan Special Education</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations, walk-throughs, STAAR Benchmark results, MOY TPRI, Tejas Lee and CPMA</p> <p>Summative: STAAR Results to increase by 3 percent, EOY TPRI, Tejas Lee, C-PM reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PK- 5th grade Teachers, Curriculum Specialist</p> <p><b>Population:</b> All Regular education, SpEd. Migrant, At Risk. EB, GT teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide annual Response to Intervention (RTI) intervention and dyslexia training to be implemented through the RTI 3 Tier Model in order to support student academic growth and success. Training on the HB 1886 screener will be provided as this instrument is used to identify students at-risk for dyslexia and/or related disorders in 1st grade MOY and Kinder EOY.</p> <p>Proporcionar capacitacion anual de intervencion de respuesta a la intervencion (RTI) y de dislexia que se implementara a traves del modelo de nivel RTI 3 con el fin de apoyar el crecimiento academico y el exito de los estudiantes. Se proporcionara capacitacion sobre el evaluador HB 1886, ya que este instrumento se utiliza para identificar a los estudiantes en riesgo de dislexia y / o trastornos relacionados en el primer grado MOY y Kinder EOY.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations, walk-throughs, LessonPlans, Progress reports, Benchmarks, MOY results for TPRI, Tejas Lee, mCLASS, HB1886 Screener, and CPMA</p> <p>Summative: EOY TPRI, Tejas Lee , CPALLS, mClass, HB 1886 Screener, STAAR Scores to increase by 3 percent</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PK- 5th grade Teachers, Curriculum Specialist</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> All Regular education, SpEd., Migrant, At Risk. EB, Parental Denials, and GT students, Dyslexia Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Utilize instructional technology within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, clickers, Interactive whiteboards, calculators, projectors, document cameras, printers, ink, televisions, hardware and software, etc.) in order to differentiate instruction and meets students educational needs. Project Share TSLP courses, Office 365, One Cloud will further develop the professional learning communities.</p> <p>Utilizar tecnología instructiva en el contexto de la instrucción en las áreas básicas del plan de estudios, mediante el uso de una variedad de equipos tecnológicos (laboratorios informáticos, tablas interactivas, clickers, pizarras interactivas, calculadoras, proyectores, cámaras de documentos, impresoras, tinta, televisores, hardware y software, etc.) con el fin de diferenciar la instrucción y satisfacer las necesidades educativas de los estudiantes. Cursos de Project Share TSLP, Office 365, One Cloud desarrollará aún más las comunidades de aprendizaje profesional.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-throughs, computer lab schedules, lesson plans, progress monitoring assessments</p> <p>Summative: Computer software usage reports, STAAR Scores to increase by 3 percent, EOY Tejas Lee, TPRI, CPALLS &amp; mClass reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PK- 5th grade Teachers, Curriculum Specialist</p> <p><b>Population:</b> All Students, At-Risk, EB, PD, Economically Disadvantaged - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> EQUIPMENT UNDER \$5,000 - 162 State Compensatory - 162-11-6399-62-134-Y-30-000-Y - \$5,682, Supplies - Ink Toner - 199 Local funds - 199-11-6399-62-134-Y-11-000-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The LPAC committee and teachers will monitor the language acquisition of EB and Parental Denial students in order to ensure that students show academic progress.</p> <p>El comité de LPAC y los profesores supervisarán la adquisición de idiomas de los estudiantes de EB y de Negación Parental con el fin de garantizar que los estudiantes muestren progreso académico.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-throughs, District and Campus Benchmarks, BOY and MOY TPRI, Tejas Lee, MCLASS and CPALLS reports, LPAC minutes, M1 M2 progress reports</p> <p>Summative: STAAR scores by 3 percent, TPRI, Tejas Lee, CPMA, Student promotion</p> <p><b>Staff Responsible for Monitoring:</b> Administration, LPAC members, Bilingual Clerk</p> <p><b>Population:</b> EB/ PD Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details		Reviews			
<b>Strategy 9:</b> An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will be held annually in the Spring. Una orientacion para los ninos en edad preescolar de Head Start para ayudar con la transicion a la Primaria Hudson se llevara a cabo anualmente en la primavera. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: presentation attendance report  Summative: Pre-Kinder enrollment to increase by 3% and attendance reports <b>Staff Responsible for Monitoring:</b> campus administration, counselors, teachers  <b>Population:</b> Pre-school head start students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> 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, disaggregation 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. Administracion y el profesor(a) mentor se reuniran con la nueva professor(a) para ayudar con su desarrollo profesional a traves de la tutoria de estrategias de ensenanza, gestion del aula, planificacion de lecciones, cursos de campus y evaluacion, segregacion de datos, etc. Ademas de estos y debido a la alta necesidad de maestros altamente calificados, se proporcionaran estipendios para los maestros principales, el deber suplementario y bilingue. Todos los profesores reciben seguro medico gratuito, estacionamiento gratuito, extenso y seguro. Los maestros tambien reciben incentivos no monetarios. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations, Lesson Plans  Summative: ERO transcripts, PDAS <b>Staff Responsible for Monitoring:</b> Principal, campus administration  <b>Population:</b> GT, EB, Sp. Ed. General Ed. and regular education teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE, TPRI/Tejas Lee, mCLASS, HB1886 Screener, SAT 10/ APRENDA,STAAR, SELP/SSLP, benchmarks, TELPAS, and Pearson Assessments to provide reinforcement of Reading skills for all students. Students not meeting expectation will receive small group or one-to one instruction using MATH SAVVAS so that students master TEKS objectives and STAAR standards. Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr. Writing supplies will be provided as needed; binders, hole puncher, stapler, composition books, etc. Students will use Pearson Realize Science resources. El campus implementara un plan de evaluacion coordinado y sistematico a nivel de aula que incluye el uso de las evaluaciones de la unidad CIRCLE, TPRI/Tejas Lee, mCLASS, HB1886 Screener, SAT 10/ APRENDA,STAAR, SELP/SSLP, puntos de referencia, TELPAS y Pearson como refuerzo de las habilidades de lectura para todos los estudiantes. Los estudiantes que no cumplan con las expectativas recibiran una instruccion de grupo pequeno o uno a uno usando Math SAVVAS para que los estudiantes dominen los objetivos de TEKS y los estandares STAAR. Los estudiantes aprenderan el proceso de escritura y los rasgos de escritura para componer efectivamente una narrativa personal y un ensayo expositivo escribiendo durante todo el ano los andamios a lo largo de K-5th Gr. Los suministros de escritura se proporcionaran segun sea necesario; aglutinantes, perforador, grapadora, libros de composicion, etc. Los estudiantes utilizaran los recursos de Pearson Realize para la materia de ciencias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores.</p> <p>Summative: EOY, STAAR results by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, classroom teachers, campus administration</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> All Regular education, SpEd. Migrant, At Risk. EB, Parental Denials, GT teachers, Dyslexia Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Campus will promote college awareness during district scheduled College Jersey Days and promote professional career awareness opportunities. Campus will also have a Walk For The Future. Campus will have a college of the week featured in our CNN (Coyote News Network) and campus newsletter.</p> <p>La escuela promovera la concientizacion universitaria durante los Dias de Jersey de la Universidad programados por el distrito y promovera oportunidades de concientizacion profesional de las diferentes carreras. La escuela tendra una actividad llamada "Caminar para el Futuro". La escuela tendra una universidad de la semana destacada que aparecera en nuestra CNN (Coyote News Network) y boletin escolar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly newsletter, programs, attendance forms</p> <p>Summative: Campus participation reports to increae by 3 %</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Counselors</p> <p><b>Population:</b> All campus stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Hudson Elementary teachers will provide students with ELAR activities as appropriate for level as per the BISD Action Plan through weekly fluency, journals, and novel reading.</p> <p>Los maestros de la Primaria Hudson proporcionaran a los estudiantes actividades ELAR segun el nivel y de acuerdo al Plan de Accion BISD a traves de fluidez semanal, revistas y lectura de novelas.</p> <p>CCNA: SPP1</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly fluency reports</p> <p>Summative: CPALLS, TPRI/Tejas Lee Results to increase by 3%</p> <p><b>Staff Responsible for Monitoring:</b> PK-5th Grade teachers</p> <p><b>Population:</b> All regular education and special education teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 14 Details	Reviews			
<b>Strategy 14:</b> In order to create a well rounded educational program, students will be offered the opportunity to travel to sites where they can learn through hands-on field experiences.  Con el fin de crear un programa educativo completo, se ofrecera a los estudiantes la oportunidad de viajar a sitios donde puedan aprender a traves de experiencias practicas de campo. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: lesson plans Summative: Assessment results <b>Staff Responsible for Monitoring:</b> Campus principal  <b>Population:</b> All students and programs - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Reclassified Transportation Expenses - 199 Local funds - 199-11-6494-00-134-Y-11-000-Y - \$6,500	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. <b>Data Analysis/Root Cause:</b> Data shows there is a need in these areas for growth.
<b>Need Statement 2:</b> Need to increase support services to economically disadvantaged students (At-Risk). <b>Data Analysis/Root Cause:</b> Data shows a higher percentage of at-risk students in need of academic achievement progress.
<b>Need Statement 5:</b> Need to monitor language acquisition of bilingual students to show academic progress. <b>Data Analysis/Root Cause:</b> Data shows a low number of students exiting the bilingual program.
Student Learning
<b>Need Statement 1:</b> Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. <b>Data Analysis/Root Cause:</b> As noted in the 2023 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
<b>Need Statement 4:</b> Need to monitor language acquisition of bilingual students to show academic progress. <b>Data Analysis/Root Cause:</b> Data shows a low number of students exiting the bilingual program.
<b>Need Statement 6:</b> Need to increase opportunities for data analysis meetings with administration and special education teachers <b>Data Analysis/Root Cause:</b> As noted in the 2023 CNA survey.
<b>Need Statement 7:</b> Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. <b>Data Analysis/Root Cause:</b> Data shows there is a need in these areas for growth.
<b>Need Statement 9:</b> Need to increase support services to economically disadvantaged students (At-Risk). <b>Data Analysis/Root Cause:</b> Data shows a higher percentage of at-risk students in need of academic achievement progress.

**School Processes & Programs**

**Need Statement 1:** Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause:** As noted in the 2023 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

**Need Statement 6:** Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted in the 2023 CNA survey.


**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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).






**Performance Objective 2:** Hudson early childhood performance will increase by 3 percentage points over end-of-year 2024 results in TPRI, Tejas Lee, Three Cheers for PK!, CPALLS, and CIRCLE PM.

El desempeño en la primera infancia de Hudson aumentara en 3 puntos porcentuales con respecto a los resultados de fin de año del 2024 en TPRI, Tejas Lee, Three Cheers for PK!, CPALLS, and CIRCLE PM.

**Evaluation Data Sources:** TPRI, Tejas Lee, Three Cheers for PK!, CPALLS, and CIRCLE PM



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hudson Elementary will support Early Childhood Education in order to increase early literacy, development of students' fine and gross motor skills, and student school readiness following following full day sessions for three year old students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria.</p> <p>La Primaria Hudson apoyara la Educacion de la Primera Infancia para aumentar la alfabetizacion temprana, el desarrollo de las habilidades motoras finas y gruesas de los estudiantes y la preparacion escolar de los estudiantes despues de las sesiones de dia completo para los estudiantes de tres anos que califican bajo criterios de SES bajos. BISD / NINOS Head Start Collaborative para estudiantes que califican bajo los criterios federales de Free Lunch.</p> <p>*Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Observations, CPALLS and Three Cheers for PK! PDS Evaluation, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, CPALLS, Three Cheers for PK! results +Improvement on CPALLS BOY to EOY improvement by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Federal Programs Administrator/supervisor</p> <p><b>Population:</b> PK-3-year-old students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Title I-A Personnel - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Pre-K program will expand and provide full day instruction 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>Resources:</p> <p>El programa de Pre-K se expandira y proporcionara instruccion de dia completo para preparar mejor a los estudiantes calificados academicamente. Los maestros y paraprofesionales de prekinder ayudaran en el exito academico y social de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Master schedule, lesson plans, classroom observations, student progress reports, CPALLS (BOY and MOY) , Three Cheers for PK!</p> <p>Summative: CPMA (EOY) to increase by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Administrator for State Compensatory Education, Pre-Kinder teachers</p> <p><b>Population:</b> AR, TI, MI, EB - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> - 211 Title I-A, - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

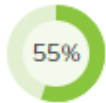
**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).



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

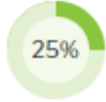
En Hudson, el 80% de los estudiantes estaran a nivel de grado dentro de 2 anos y el 70% estara en Aproximadamente el nivel de grado para todas las evaluaciones STAAR.







**Evaluation Data Sources:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements are addressed.  Los estudiantes migrantes de PFS recibirán servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se cumplan los requisitos.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Priority for Service Campus Reports,  Summative: STAAR results by 3 %, TELPAS, EOY TPRI, Tejas Lee, mClass, CPALLS <b>Staff Responsible for Monitoring:</b> Special Program Administrator, Principal  <b>Population:</b> PFS Migrant students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.  Con el fin de asegurar los datos necesarios para acomodar la colocacion en oportunidades de instruccion suplementarias apropiadas para los estudiantes migrantes de Pre-K, Kinder, 1er y 2do grado, los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores a las pruebas para determinar el rendimiento de los estudiantes migrantes. por debajo del nivel de grado.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Priority for Service Campus Reports,  Summative: STAAR by 3%, TELPAS, EOY TPRI, Tejas Lee, mClass, CPALLS, Three Cheers for PK! reports <b>Staff Responsible for Monitoring:</b> Campus Administration, Pre-Kinder to 2nd Grade teachers  <b>Population:</b> Migrant students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir al programa de la escuela de verano del distrito escolar para asegurar la promocion si es necesario: y / o participar en el programa de enriquecimiento para migrantes de verano.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Priority for Service Campus Reports,  Summative: STAAR to increase by 3%, TELPAS, EOY TPRI, Tejas Lee, CPALLS, mClass <b>Staff Responsible for Monitoring:</b> Pk-5th grade teachers, Administration  <b>Population:</b> Migrant students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 3RD-5TH STAAR results will be reviewed to secure accurate placement into the State Assessment remediation opportunities. Los resultados del 3RD-5TH STAAR seran revisados para asegurar una ubicacion precisa en las oportunidades de remediacion de la Evaluacion Estatal.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: STAAR remediation, Enrollment Lists, NGS STAAR Reports, Benchmarks Results  Summative: STAAR results to increase by 3% <b>Staff Responsible for Monitoring:</b> Special Program Administrator, Principal, 3rd -5th grade teachers  <b>Population:</b> Migrant students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 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.  Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Visitation Logs Parent Meeting Evaluations  Summative: Session Evaluations Participation to increase by 3% Surveys  <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison, Dean of Instruction  <b>Population:</b> Migrant Parents of PK-2nd grade - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> 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.  El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y finalmente asegurar la promocion al 2do grado. NOTA: En los sitios atendidos por un maestro migrante, el maestro brindara apoyo de monitoreo adicional y garantizara la participacion en oportunidades complementarias.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Three Week Progress Reports 6 Weeks Report Cards  Summative: EOY Promotion Rate to increase by 3% EOY TPRI/Tejas LEE CPALLS Results  <b>Staff Responsible for Monitoring:</b> Special Programs Administrator, Administration  <b>Population:</b> 1st grade migrant students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, la facultad y el personal del campus de BISD recibirán la información para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: STAAR Remediation Enrollment Lists Attendance Reports Participant Parent Survey Summative: Session Evaluations to increase by 3% Report Cards <b>Staff Responsible for Monitoring:</b> Principal, administrators, staff  <b>Population:</b> Migrant students and parents - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. Se utilizará una encuesta para evaluar la efectividad del Programa de Educación Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Meeting Evaluations Student Session Evaluations  Summative: Survey Participation results to increase by 3% <b>Staff Responsible for Monitoring:</b> campus administration, Parent Liaison, Pk-5th Grade Teachers  <b>Population:</b> Migrant students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May






Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Extended Day tutorial session may be held for migrant students at elementary 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. Se puede llevar a cabo una sesion de tutoria de dia extendido para estudiantes migrantes en campus de escuelas primarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los no -estudiantes inmigrantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks grades Assessment scores Increase promotion rates & test performance <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers, Extended Day Teacher MSC to increase by 2%  <b>Population:</b> Migrant and PFS students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> 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. La Academia de Aprendizaje dirigida a las areas centrales de Lectura, Escritura, Matematicas, Estudios Sociales y Ciencias se llevara a cabo para todos los estudiantes de PFS con el fin de perfeccionar sus habilidades y prepararlos academicamente para la evaluacion STAARS. <b>Milestone's/Strategy's Expected Results/Impact:</b> PBMAS Report Increased STAARS Scores for PFS students to by 3% <b>Staff Responsible for Monitoring:</b> Campus Counselor  <b>Population:</b> Elementary PFS Migrant Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

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

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

Hudson aumentara el numero de estudiantes en el avance cocurricular y extracurricular en matematicas, ciencias, estudios sociales y ELA.

**Evaluation Data Sources:** Regional and state competition participation numbers to increase by 3%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Reader Theater and musical productions to promote theater arts. Students will participate in the following campus and district events:</p> <p>Implementar producciones musicales y de Reader Theatre para promover las artes teatrales. Los estudiantes participaran en los siguientes eventos del campus y del distrito:</p> <p>Holiday Events End of Year Events Band/Estudiantina UIL Music and Art Memory Brainsville Destination Imagination Christmas/Charro Days Parade Science Fair</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs UIL participation list,Permission Slips</p> <p>Summative: Event Program participation to increase by 3%, School rankings</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher Administration, UIL Coach/Coordinator</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

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

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

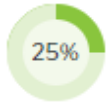




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hudson Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage  Summative: Annual comparison of energy usage decrease by 3% <b>Staff Responsible for Monitoring:</b> School Administration Campus Maintenance Staff Faculty and Staff  <b>Population:</b> All staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Facility Improvements - 282 ESSER III Grant Funds - 282-81-6629-00-134-Y-99-090-1	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Administration and Custodial Staff walkthrough reports  Summative: Staff Needs Assessment Survey participation to increase by 3% and Facilities List <b>Staff Responsible for Monitoring:</b> Administration Head Custodian District Maintenance  <b>Population:</b> Hudson faculty, staff, and administration - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> FURNITURE, EQUIPMENT & SOFTWARE - 282 ESSER III Grant Funds - 282-51-6639-00-134-Y-99-090-1, EQUIPMENT UNDER \$5,000 - 282 ESSER III Grant Funds - 282-51-6398-00-1340Y-99-090-1	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 1:** Hudson will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. Hudson garantizara el uso efectivo y eficiente del 100 % de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

**Evaluation Data Sources:** Fiscal reports for campus, internal and external audit reports and FIRST ratings.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Hudson Elementary will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared CIP  Summative: end of year expenditure reports <b>Staff Responsible for Monitoring:</b> Campus Administration DEIC/SBDM Committees  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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:** Hudson will commit to a balanced budget which includes improved compensation for 100% of teachers.  
Hudson se comprometera con un presupuesto equilibrado que incluye una mejor compensacion para el 100 % de los maestros.

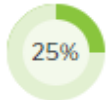




**Evaluation Data Sources:** Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hudson Elementary will celebrate Teacher Appreciation week. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: School Calendar of events  Summative: CIP/CNA <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> Hudson Staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>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 3:** Hudson will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.  
Hudson creara y brindara reconocimientos y actividades para el cuerpo docente y el personal para mejorar la moral/el clima del campus y apoyar la retencion de maestros y directores.






**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hudson Elementary will celebrate and support our Faculty and Staff. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: School Website  Summative: School Website/CIP to increase number of views by 3% <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> Hudson Faculty and Staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> August BISD Retention Stipends - 282 ESSER III Grant Funds, Fringes - 282 ESSER III Grant Funds	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 1:** Hudson will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.  
Hudson proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/ extracurriculares y eventos para padres/comunidad.




**Evaluation Data Sources:** Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hudson Elementary will update website at least monthly including showcasing student and community activities.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Website, BISD Website, Campus CNN  Summative: number of views on website to increase by 3% <b>Staff Responsible for Monitoring:</b> TST Campus Administration  <b>Population:</b> Hudson Faculty and Staff/Parents/Community - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 2:** Hudson will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.  
Hudson continuara con el Distrito de Innovacion con el proposito de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

**Evaluation Data Sources:** School calendar showing earlier start date.



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Hudson Elementary actively participated in the District of Innovation voting. The campus voted on various early school calendar options. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative and Summative: Calendars, calendar voting results to increase by 3% <b>Staff Responsible for Monitoring:</b> Campus faculty and staff Administrators  <b>Population:</b> Faculty and Staff Members - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
		<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div></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:** At Hudson Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2023-2024 and will not be disproportionate for any population.




En Hudson Elementary, las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuirán en un 5 % para 2023-2024 y no serán desproporcionadas para ninguna población.








**Evaluation Data Sources:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, PEIMS Discipline Report or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> An Emergency Operation Plan (EOP) will be utilized to address and promote campus safety awareness on lockdowns, reversed evacuation, fire/tornado drills, campus evacuations, chemical spills, intruder, shelter in place, drop and cover, and other emergency situations in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, reduce the loss of life and property and harm to the environment</p> <p>The campus EOP will be presented to faculty, staff and parents to promote campus safety awareness during staff and/or parental involvement meetings.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations</p> <p>Summative: EOP Audit report</p> <p><b>Staff Responsible for Monitoring:</b> EOP Team, Campus Safety Coordinator, Teachers</p> <p><b>Population:</b> All campus personnel - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 2:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Practice of lock-downs and fire drill to increase by 3%</p> <p>Summative: EOP Audit Report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Coordinator, Campus Administration, BISD Security Officer</p> <p><b>Population:</b> All Campus - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC  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). <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO  Summative: PEIMS Discipline yearly reports <b>Staff Responsible for Monitoring:</b> Campus Safety Coordinator, Campus Administrators  <b>Population:</b> School Personnel - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student sign in sheets, Counselor logs  Summative: PEIMS report to show a decrease by 3% <b>Staff Responsible for Monitoring:</b> Counselors, Principal, Dean of Instruction  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-31-6399-00-134-Y-99-000-Y - \$400		Formative			Summative
		Oct	Jan	Mar	May
					





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations, Agendas  Summative: yearly PEIMS and PEIMS discipline reports to show a decrease of 3% <b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrators  <b>Population:</b> All Campus Personnel - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus will implement and follow student release procedures when a parent/guardian or designated adult comes to check out a student at any time. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student sign out forms to show 100% usage  Summative: student Peims reports <b>Staff Responsible for Monitoring:</b> Principal, Office Clerk Administration Teachers Counselors Security Officer  <b>Population:</b> All campus stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In sheets, Raptor Summary Report  Summative: PEIMS discipline reports to decrease by 3% <b>Staff Responsible for Monitoring:</b> Administration, Campus Security Officer, Emergency Operation Procedures Team  <b>Population:</b> All students, TI, AR, EL's - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Custodian schedules  Summative: Peims reports <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Custodial Personnel  <b>Population:</b> All campus stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Janitorial Supplies for Maintenance-Custodial - 199 Local funds - 199-51-6315-00-134-Y-99-0-00-Y - \$4,000, Extra Duty-Custodians - 199 Local funds - 199-51-6121-47-134-Y-99-000-Y - \$150, General Supplies-Custodial - 199 Local funds - 199-51-6399-00-134-Y-99-000-Y - \$600, Custodial Supplies- Radios - 199 Local funds - 199-51-6398-00-134-Y-99-000-Y - \$1,560	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Telephone usage reports to increase by 3%  Summative: PEIMS reports <b>Staff Responsible for Monitoring:</b> Principal, Special Education Teachers, Office Staff  <b>Population:</b> All campus stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Foster a positive learning community through the increase of school culture and climate initiatives that will grow teachers as leaders and develop human capital. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development Evaluation Reports  Summative: Staff CNA Report to increase by 3% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Dean of Instruction  <b>Population:</b> Teachers and Staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

**Performance Objective 2:** Hudson will refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.  
Hudson refinara e implementara todos los planes de seguridad en todo el campus para garantizar que los estudiantes esten seguros en caso de una crisis.

**Evaluation Data Sources:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan, that includes the purchasing of safety supplies. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Safety Meeting Sign-In Sheets Summative: +100% completed District and Campus Emergency Operations Plans. <b>Staff Responsible for Monitoring:</b> Security Services Department  (edited by Security)  <b>Population:</b> All Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Place and assign security officers throughout the year at Hudson Elementary. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Security Officers and Police Officers work schedule assignments Summative: +100% end of year assignments indicating all campuses have officer and or security officer in place <b>Staff Responsible for Monitoring:</b> Security Services Department  (edited by Security)  <b>Population:</b> All Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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 with proper supplies 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 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: copies of Presentations, Sign-In sheets and Agendas Summative: +Decrease in the number of students discipline incidents compared to prior school year <b>Staff Responsible for Monitoring:</b> Guidance & Counseling Department  (edited by Counseling)  <b>Population:</b> All Students and parents/guardians - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In sheets, Raptor Summary Report  Summative: Decrease PEIMS discipline reports by 3% <b>Staff Responsible for Monitoring:</b> Administration, Campus Security Officer, EOP Team  <b>Population:</b> All Students, TI, AR, LEP - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> CONTRACTED MAINTENANCE & REPAIR-Raptor Technologies - 211 Title I-A - 211-23-6249-00-134-Y-30-0F2-Y		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus counselors will implement a comprehensive counseling program under TAC 11.252 with the support of the community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents, campus faculty, and staff on the topics to include mental health, inter-personal/intra-personal effectiveness, personal health/safety and college/career readiness. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/ incidents compared to prior school year <b>Staff Responsible for Monitoring:</b> Counselors Administration  <b>Population:</b> All students, counselors, campus staff, and parents/guardians - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal 5) (TEA Ch. 4, Obj. 1)

**Performance Objective 1:** Hudson will have a 10% increase of parents involved in campus/district parental involvement activities from 2022-2023 to 2023-2024.

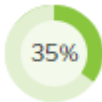
Hudson tendra un aumento del 10% de padres involucrados en actividades de participacion de padres del campus / distrito desde 2022-2023 hasta 2023-2024.

**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Parents will be invited to participate in weekly parent meetings offered at different dates and times and campus events in order to share important educational information. Light snacks and refreshments will be provided for parents attending, as well as having supplies available for activities.  Se invitara a los padres a participar en reuniones y eventos semanales para compartir con padres importante informacion sobre la educacion de sus hijos. Se proporcionaran refrigerios y refrigerios para los padres que asistan, ademas de tener suministros disponibles para las actividades.  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.  TPRI/TJL, mClass, TELPAS, STAAR, Health, Nutrition Early Childhood Reading Strategies TLI Special Populations Migrant College Readiness Dropout Prevention Community agencies and organizations HATCH & Ready Rosie by SAVVAS for PK  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:		Formative			Summative
		Oct	Jan	Mar	May


Summative:  
STAAR results to increase by 3% , Students and parents attendance rate, discipline referrals, Survey results  
**Staff Responsible for Monitoring:** Parent Liaison,  
Campus Administration,  
SBDM Teachers







**Title I:**  
4.2  
- **Population:** Parents and campus personnel - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024  
**Funding Sources:** GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-134-Y-30-0F2-Y - \$900, EMPLOYEE TRAVEL - 211 Title I-A - 211-61-6411-00-134-Y-30-0F2-Y - \$900, MISCELLANEOUS OPERATING COSTS - 211 Title I-A - 211-61-6499-53-134-Y-30-0F2-Y - \$900, Equipment - 199 Local funds - 199-61-6398-00-134-Y-99-000-Y - \$650





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent communication will be conducted via phone, email or conference, to discuss student academic progress, attendance, tardiness, and campus goals and objectives.</p> <p>La comunicacion con los padres se llevara a cabo por telefono, correo electronico o conferencia para discutir el progreso academico del estudiante, la asistencia, las tardanzas y las metas y objetivos del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher calling logs, student progress reports, campus goals and objectives</p> <p>Summative: STAAR results to increase by 3%, Students and parents attendance rate, discipline referrals, Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, parent liaison</p> <p><b>Title I:</b> 4.2 - <b>Population:</b> All Parents - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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 reach academic achievement.</p> <p>Los fondos se asignaran para un enlace de padres y para proporcionar el pago por el millaje incurrido mientras el enlace de padres lleva a cabo las responsabilidades de asistencia y participacion de los padres, como visitas domiciliarias y reuniones de participacion de los padres, capacitaciones y abordar las metas de asistencia del campus / distrito para ayudar al campus alcanzar el rendimiento academico.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas, Minutes, Sign in Sheets, Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Parent participation survey results to increase by 3% , STAAR results, Students and parents attendance rate, discipline referrals, Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison</p> <p><b>Population:</b> All Students and Parents - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> EMPLOYEE TRAVEL - 199 Local funds - 199-61-6411-00-134-Y-99-000-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	May
				


Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct the following annual Title I-A required flexible activities: Lleve a cabo las siguientes actividades flexibles anuales requeridas por el Titulo I-A:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Completar y difundir una Politica de participacion de los padres que delinea como los padres participaran activamente a nivel del distrito / campus.</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. Completar y difundir un Pacto entre la escuela, los padres y los estudiantes que indique la responsabilidad de cada grupo para garantizar el rendimiento del estudiante, especificamente en las areas de contenido.</p> <p>Title I-A Meetings to inform parents of the services provided through Title I funds. Related literature and pamphlets will be provided for parents and teachers. Reuniones de Titulo I-A para informar a los padres de los servicios prestados a traves de fondos de Titulo I. Se proporcionaran folletos y literatura relacionada para padres y maestros.</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program. Encuesta para padres de Titulo I-A para evaluar la efectividad del Programa de Participacion de los Padres del Distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation</p> <p>Summative: STAAR results to increase by 3%, Students and parents attendance rate, discipline referrals, Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Staff, Parent Liaison</p> <p><b>Title I:</b> 4.1 - <b>Population:</b> All Students and Parents - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
				


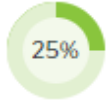
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact District Improvement Plan.</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Politica de participacion de los padres Pacto entre la escuela y el estudiante Plan de mejora del distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation</p> <p>Summative: STAAR results to increase by 3% , Students and parents attendance rate, - discipline referrals, + participation Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison</p> <p><b>Title I:</b> 4.1 - <b>Population:</b> All Parents - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Recognize parent volunteers and business partners for their contribution in campus activities in order to increase attendance and participation.</p> <p>Reconocer a los padres voluntarios y socios comerciales por su contribucion en las actividades del campus para aumentar la asistencia y la participacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Log</p> <p>Summative: STAAR results, Students and parents attendance rate to increase by 3%, discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administration, SBDM Committee, Parent Liaison</p> <p><b>Population:</b> Parents and community - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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



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



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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Teachers will participate in Vertical Planning and Make-n-Takes for curriculum, lesson planning, assessment, data analysis, and other teaching strategies in order to make informed academic assessment decisions. Teachers will attend out of district conferences and seminars that will support informed academic assessment decisions and interventions.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th</p> <p>Summative: Improved scores on Rdg. to increase by 3% &amp; STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, PK-5th Grade teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> All Teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-23-134-Y-99-000-Y</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Strengthen the efficiency and effectiveness of the Gifted and talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessments relative to the annual goals of the program. All certified teachers will have their G/T Core Hours and G/T On-Going Hours. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations  Summative: ERO teacher transcripts to show 100% compliance <b>Staff Responsible for Monitoring:</b> All GT classroom teachers, Principal, Dean of Instruction  <b>Population:</b> GT Teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th  Summative: Improved scores on Rdg. to increase by 3% TELPAS & STAAR <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, 2nd -5th Grade teachers  <b>Population:</b> 2nd - 5th Gr. Teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> SOCIAL SECURITY/Medicare - 211 Title I-A - 211-11-6141-18-134-Y-30-AYP-Y - \$8, Salary/Wages for Substitute Teachers - 211 Title I-A - 211-11-6112-18-134-Y-30-AYP-Y - \$500		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. *Librarian will participate in the Innovative Approaches to Literacy (IAL) Grant called Project Literacy Innovations for Book Reading Opportunities (LIBRO) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six weeks AR performance reports  Summative: Yearly AR reports usage and performance to increase by 3% <b>Staff Responsible for Monitoring:</b> Administration, Librarian, and 1st - 5th Grade Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> All Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Training on the HB 1886 screener will be provided as this instrument is used to identify students at-risk for dyslexia and/or related disorders in 1st grade MOY and Kinder EOY. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BISD Instructional Feedback Form Summative Impact: The campus will have a 1 percentage point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on STAAR exams. <b>Staff Responsible for Monitoring:</b> Administration  <b>Population:</b> All teachers teaching core content, special education, dyslexia, and other academic areas. - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Professional development opportunities for multi-tiered systems of support (MTSS) will be provided to include social-emotional learning and trauma-informed care training for administrators, counselors, and teachers. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development training records Summative: Reduced numbers of students needing these supports and survey data indicating improvement. <b>Staff Responsible for Monitoring:</b> Professional development Guidance and Counseling Counselors  <b>Population:</b> All faculty and staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Professional development for Pre-kinder teachers will include training in CIRCLE and Lenguaje y Lectura. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development sign-in, transcripts Summative: Sign-In <b>Staff Responsible for Monitoring:</b> Pre-K Specialists Pre-K Lead teacher  <b>Population:</b> Pre-Kinder teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Professional development for child sexual abuse, sex-trafficking and other maltreatment of children will be offered. The campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development training records Summative: Reduced numbers of students needing these supports and survey data indicating improvement. <b>Staff Responsible for Monitoring:</b> Professional development Guidance and Counseling Counselors  <b>Population:</b> All faculty and staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

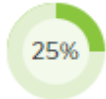




Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Professional development for Safe and Supportive Schools Behavioral Threat Assessment Team will be offered to faculty and staff along with the Quaver SEL Curriculum Implementation. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development training records Summative: Reduced numbers of students needing these supports and survey data indicating improvement. <b>Staff Responsible for Monitoring:</b> Professional development Guidance and Counseling Counselors  <b>Population:</b> All faculty and staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> State Bilingual Funds will be used to provide substitutes for LPAC committee members who meet periodically to discuss the progress of all Emergent Bilingual and document LPAC minutes and ELLevation, <b>Staff Responsible for Monitoring:</b> Administration, LPAC committee  <b>Population:</b> EB students - <b>Start Date:</b> September 5, 2023 - <b>End Date:</b> May 31, 2024 <b>Funding Sources:</b> Substitutes - 163 State Bilingual - \$2,010	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



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

**Performance Objective 2:** 100% of teachers assigned to instruct students identified for Bilingual/ESL will become Bilingual / ESL certified by the 2023-2024 school year.  
El 100 % de los maestros asignados para instruir a los estudiantes identificados para Bilingue/ESL obtendran la certificacion Bilingue/ESL para el ano escolar 2023-2024.






**Evaluation Data Sources:** Professional Development records and SBEC Teacher Certification records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers who service EBs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include: *Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS Session attendance and Evaluation Reports Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. <b>Staff Responsible for Monitoring:</b> Bilingual Administrator  <b>Population:</b> Teachers serving EB/ESL students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2023-2024. (Future Ready Curriculum, Instruction, and Assessment)







**Evaluation Data Sources:** Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware for computer/technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Improved connectivity of wired and wireless devices. Improved fidelity of software use  Summative: LMS progress reports <b>Staff Responsible for Monitoring:</b> Administration  <b>Population:</b> All Regular education, Sp.Ed. Migrant, At Risk, EB students, GT students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> SUPPLIES & MATERIALS-SOFTWARE - 282 ESSER III Grant Funds - 282-11-6395-62-134-Y-99-OES-1, Supplies & Materials - Software - 282 ESSER III Grant Funds - 282-116395-62-134-Y-99-ECG-1, Hardware- Computer/Printers 220209 - 211 Title I-A - 211-11-6398-62-134-Y-30-0F2-Y		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

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

**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2022-2023, leveraging human capital in personalized learning. Future Ready Use of Space and Time

**Evaluation Data Sources:** Classroom projects, competition enrollments, walkthroughs, personnel assignments







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school and/or community. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> All stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will provide students in 1:1 classrooms the opportunity to have a device that will help to extend learning . <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations; Progress Monitoring reports  Summative Impact: Decreased gaps on benchmarks and state assessments; LMS participation data <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> All stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Computer Equipment for Instruction--Capital Outlay - 496 Elon Musk Grant Funds - 496-11-6398-62-134-Y-11-000-Y	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 3:** Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

**Evaluation Data Sources:** Network connectivity, 1:1 ratios, Score Cards

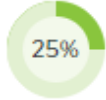




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will establish successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Device purchasing reports; Device deployment reports  Summative Impact: Progress towards successful purchasing and deployment; Survey results regarding success of deployment <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> All stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the campus in the early fall, mid-year and spring. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> All stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 4:** Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.  
Future Ready Data and Privacy

Revise, actualice e implemente politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.  
Privacidad y datos preparados para el futuro






**Evaluation Data Sources:** Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Proposed policy and guideline revisions; Survey reports  Summative Results: Security reports; Updated Policies <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> All stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 5:** Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.  
Future Ready Community Partnerships

**Evaluation Data Sources:** Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> faculty and staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






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

**Performance Objective 6:** Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.  
Future Ready Personalized Professional Learning

Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.  
Aprendizaje profesional personalizado Future Ready

**Evaluation Data Sources:** Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed <b>Staff Responsible for Monitoring:</b> Dean of Instruction  <b>Population:</b> Campus faculty - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hudson will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed <b>Staff Responsible for Monitoring:</b> Dean of Instruction  <b>Population:</b> Across all grade levels - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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






**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

Preparados para el futuro: presupuesto y recursos

**Evaluation Data Sources:** Listing of available software and platforms with usage reports, District budgets for licenses and software.






Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will increase the accessibility for all students in technology based instruction across all subject areas. Students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. Students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. In order to facilitate this strategy, Hudson Elementary School will provide students access to electronic equipment (i.e. projectors, elmos, printers, headphones, etc.), additional desktops specifically dedicated for student use, laptops, teacher desktops, iPads, tablets, and other electronic hardware. All software necessary for proper operation will be purchased separately for all new computer purchases. Printers and ink cartridges will also be purchased so that teachers can print teacher made assessments for student progress monitoring throughout the year. Lessons and activities will be printed in order to meet the higher order STAAR Ready Material assessments. Replacement bulbs for overhead projectors are required to ensure continuous use of equipment. The new equipment will enhance teacher instruction and the learning experience for all students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks, Classroom projects, End of Year grades  Summative: Increases Scores in STAAR to increase by 2% TELPAS <b>Staff Responsible for Monitoring:</b> Special Programs/Tech Services Administrator, Administration, Teachers  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-62-134-Y-30-0F2-Y - \$3,705		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

**Performance Objective 8:** Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.  
Future Ready Collaborative Leadership

Llevar a cabo la Encuesta de tecnología del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready.  
Liderazgo colaborativo preparado para el futuro

**Evaluation Data Sources:** BISD Future Ready Framework survey results


Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Identify who the agents of change are at the campus level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas  <b>Staff Responsible for Monitoring:</b> Administration TST  <b>Population:</b> Campus faculty and staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					



**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

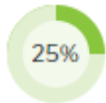
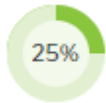
**Performance Objective 1:** Hudson Elementary will increase the overall campus attendance rate to 97.8% with a target of 97.5% .


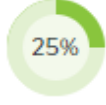




La Primaria Hudson aumentara la tasa de asistencia general del campus al 97.8% con una meta del 97.5%.

**Evaluation Data Sources:** District and campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 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>El campus garantizara servicios de apoyo para que los estudiantes identificados como personas sin hogar reciban la proteccion total de la Ley McKinney-Vento. Esto incluira que se inscriban de inmediato, incluso si no tienen la documentacion que normalmente se requiere para la inscripcion, de modo que puedan asistir y tener exito en la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student rosters, student progress reports, benchmark scores</p> <p>Summative: STAAR to increase by 3% , Attendance Rate, Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Data Entry Clerk, Counselors, Teachers, Administration</p> <p><b>Population:</b> Homeless Students, At-Risk - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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.  Promover la conciencia en todo el campus con respecto a la disponibilidad de servicios relacionados con personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades academicas, sociales, emocionales y fisicas de los jovenes identificados sin hogar y no acompanados. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Progress Reports, Benchmark Scores,  Summative: STAAR to increase by 3%, Attendance Rate, Retention Rate <b>Staff Responsible for Monitoring:</b> Adminstration, Counselors/Teachers, Parent Liasion,  <b>Population:</b> AR, TI, MI, EB - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Professional Extra Duty Pay-Mental Health - 282 ESSER III Grant Funds - 282-31-6118-00-134-Y-99-MH1-1, MENTAL HEALTH-FRINGES - 282 ESSER III Grant Funds		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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.  Implementar una despensa de alimentos y un armario en Hudson para proporcionar a los jovenes identificados sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Progress Reports, Benchmark Scores,  Summative: STAAR, Attendance Rate, Retention Rate <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Parent Liasion, Dean of Instruction  <b>Population:</b> Identified Homeless Students, At-Risk - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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.  Reconocer y premiar a todos los estudiantes con cintas, trofeos y medallas en los premios EOY para academicos, asistencia perfecta, AR, UIL, Brainsville, DI, Spelling Bee, atletismo, Ajedrez, Cheerleading, Estudiantina y Cody Character, etc. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Event programs  Summative: Student and campus placement to increase by 3% <b>Staff Responsible for Monitoring:</b> Principal, Counselors, PK-5th Teachers  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Awards - 199 Local funds - 199-23-6498-00-134-Y-99-000-Y - \$1,500, Awards - 211 Title I-A - 211-11-6498-00-134-Y-30-0F2-Y		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Train attendance clerk, parent liaison, parents to monitor attendance through eSchoolPlus. Capacitar al encargado de asistencia, enlace con los padres y a los padres para monitorear la asistencia a traves de eSchoolPlus <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations  Summative: eSchools attendance reports to increase by 3% <b>Staff Responsible for Monitoring:</b> Campus Administration PEIMS Supervisor, Parent Liaison, PK-5th grade teachers  <b>Population:</b> Clerks,Parent Liaison - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
					


Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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.  Reconocer y otorgar incentivos a los estudiantes con asistencia y rendimiento academico perfectos y AR cada seis semanas y al final del ano escolar.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eSchools six weeks attendance reports event programs  Summative: eSchools yearly attendance rate to increase by 3% <b>Staff Responsible for Monitoring:</b> PEIMS Administrator, Data Entry Clerk, K-5th grade teachers  <b>Population:</b> All students, Economically Disadvantaged - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Miscellaneous Costs-Awards - 211 Title I-A - 211-11-6498-00-134-Y-30-0F2-Y - \$7,000, Awards - 199 Local funds - 199-11-6498-00-134-Y-11-000-Y - \$2,000	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Increase attendance goal by 5% by reducing campus Out-of-School suspensions.  Aumentar la meta de asistencia en un 5% al reducir las suspensiones fuera de la escuela del campus.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eSchools daily and six weeks attendance reports, OSS reports  Summative: Yearly attendance Rate, Yearly OSS report to show a decrease <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

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

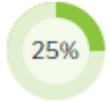
Hudson desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.


**Evaluation Data Sources:** STAAR reports disaggregated for At-Risk students.


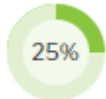




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students not meeting reading, writing, math, and/or science standards will be provided accelerated instruction, including but not limited to an extended day/week program, to assist them master content TEKS. Supplemental instructional materials will be provided to support the curriculum and spiral instruction.</p> <p>Los estudiantes que no cumplan con los estandares de lectura, escritura, matematicas y / o ciencias recibiran instruccion acelerada, que incluye, entre otros, un programa extendido de dia / semana, para ayudarlos a dominar el contenido de TEKS. Se proporcionaran materiales de instruccion suplementarios para apoyar el plan de estudios y la instruccion en espiral.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 to increase by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers Administrator for State Compensatory Education</p> <p><b>Title I:</b> 2.5</p> <p>- <b>Population:</b> All Students, AR, TI, MI, ELL, PD - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-134-Y-24-SSI-Y - \$7,322, PROFESSIONAL EXTRA DUTY - 162 State Compensatory - 162-11-6118-00-134-Y-30-000-Y, PARA --PART - 282 ESSER III Grant Funds - 282-11-6126-00-134-Y-23-JST-1, PROFESSIONAL EXTRA DUTY - 282 ESSER III Grant Funds - 282-11-6118-00-134-Y-24-OCG-1 - \$52,969, PARA EXTRA DUTY PAY/ OVERTIME - 282 ESSER III Grant Funds - 282-61-6121-00-134-Y-99-PFS-1, RECLASSIFIED TRANSPORTATION EXP/EX - 282 ESSER III Grant Funds - 282-61-6494-00-134-Y-99-PFS-1, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-134-Y-30-ASP-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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>El Decano de Instruccion llevara a cabo el desarrollo del personal sobre estrategias de instruccion y brindara apoyo docente a las personas y / o grupos que necesiten ayuda para satisfacer las necesidades de los estudiantes en riesgo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluations report, ERO session attendance report, Teacher lesson plans, classroom observations, Benchmark scores and student progress reports</p> <p>Summative: STAAR results to increase by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Administrator for State Compensatory Education, Principal, Dean of Instruction</p> <p><b>Population:</b> At-Risk, Dyslexia, Special Education, Bilingual, Migrant - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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>Transicion a la escuela intermedia: Se llevara a cabo una sesion de orientacion de transicion para los estudiantes de quinto grado que vayan a la escuela intermedia antes de completar las hojas de eleccion de los estudiantes. El personal de la escuela intermedia creara conciencia sobre las expectativas de la escuela intermedia y promovera la educacion superior.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student permission slips, choice slips, Student participation to increase by 3%</p> <p>Summative: Student attendance report</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administration 5th grade teachers, Middle school personnel</p> <p><b>Population:</b> 5th grade students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>Brindar capacitacion al personal del campus sobre la identificacion de jovenes sin hogar y no acompanados durante el proceso de inscripcion para garantizar que se utilicen tecnicas de sensibilidad, que los procedimientos de inscripcion no creen barreras y que los estudiantes y las familias sean dirigidos al Proyecto de Jovenes sin Hogar para una mayor admision.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO session evaluation report, ERO session attendance report</p> <p>Summative: STAAR results ,to increase by 3% Attendance Rate, Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers,</p> <p><b>Population:</b> AR, TI, MI, EB - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide a campus wide Dyslexia program for identified students: Identification process will follow Response to Intervention and Dyslexia procedures.</p> <p>Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook.</p> <p>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.</p> <p>Instructional approaches will include explicit, individualized, and multi-sensory instruction in a small group setting.</p> <p>Proporcionar un programa de dislexia en todo el campus para estudiantes identificados: El proceso de identificacion seguira los procedimientos de Respuesta a la Intervencion y Dislexia. La evaluacion para identificar a los estudiantes cumplira con todas las especificaciones descritas por la Agencia de Educacion de Texas en el Manual de dislexia. Los servicios proporcionados incluiran planes de acomodacion individualizados que se implementaran en las aulas de educacion general. Los servicios de laboratorio de dislexia se proporcionaran a los estudiantes identificados segun se determine a traves de una evaluacion. Los enfoques educativos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupo pequeno.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: mClass, TPRI/Tejas Lee, HB 1886 Screener at-risk for dyslexia and/or related disorders (1st grade MOY and Kinder EOY). Student progress reports, benchmark scores, lesson plans, classroom observations.</p> <p>Summative: STAAR results to increase by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dyslexia Teacher, T1 Paraprofessional</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> Dyslexia Students, At-Risk Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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>Se proporcionara un Programa de Enriquecimiento de Dia Extendido para todos los estudiantes de Pre-Kinder a 5to grado con el fin de proporcionar intervenciones academicas, tutoria, ayuda con las tareas, recreacion, bellas artes y actividades academicas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Extended Day Schedule, Attendance report, lesson plans, classroom observations, benchmark scores and student progress reports</p> <p>Summative: STAAR results to increase by 3% , EOY, Promotion Rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Extended Day Program Teachers</p> <p><b>Title I:</b> 2.5 - <b>Population:</b> All students (NL, EB, PD, AR, SE, Migrant, GT) - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY - 162 State Compensatory - 162-11-6118-00-134-Y-30-000-Y - \$28,313, EXTRA DUTY PAY - 199 Local funds - 199-23-6121-08-134-Y-99-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Training on the HB 1886 screener will be provided as this instrument is used to identify students at-risk for dyslexia and/or related disorders in 1st grade MOY and Kinder EOY.</p> <p>Se proporcionara capacitacion sobre el evaluador HB 1886, ya que este instrumento se utiliza para identificar a los estudiantes en riesgo de dislexia y / o trastornos relacionados en el primer grado MOY y Kinder EOY.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: MOY 1st Grade, EOY Kinder</p> <p>Summative: MOY 1st Grade, EOY Kinder</p> <p><b>Staff Responsible for Monitoring:</b> Kinder Teachers, 1st Grade Teachers, Administration</p> <p><b>Population:</b> All Kinder, 1st Grade students, Dyslexia - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

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

Hudson implementara un sistema de salud escolar coordinado y sostenible que proporciona herramientas y recursos de bienestar que promueven el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

**Evaluation Data Sources:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assistance in the planning and execution of the overall health program at the campus level in an effort to promote physically and emotionally healthy students which increases student attendance and academic performance.</p> <p>Asistencia en la planificacion y ejecucion del programa de salud general a nivel del campus en un esfuerzo por promover a los estudiantes fisica y emocionalmente saludables, lo que aumenta la asistencia y el rendimiento academico de los estudiantes.</p> <p>Implement the CATCH (Coordinated Approach to Child Health) activities that will evaluate the implementation of district initiatives such as:  School Health Index  Jump Rope for Heart  Track &amp; Field  Encampment  Puberty Presentation  Health Curriculum  Physical activities at least 30 minutes a day or 135 minutes weekly.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Walk-throughs, PE schedule</p> <p>Summative:  Fitness Gram participation results to increase by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Campus Nurse, Counselors</p> <p><b>Population:</b> All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT Students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> NURSE-GENERAL SUPPLIES - 199 Local funds - 199-33-6399-00-134-Y-99-000-Y - \$600</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In an effort to maintain physically healthy students and staff, PPE supplies will be purchased and available for student and staff use.  En un esfuerzo por mantener a los estudiantes y al personal físicamente saludables, se compraran suministros de PPE y estaran disponibles para el uso de los estudiantes y el personal. <b>Milestone's/Strategy's Expected Results/Impact:</b> Reports, Documentation <b>Staff Responsible for Monitoring:</b> Administration, nurse, teachers  <b>Population:</b> Students and Staff - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I

## 1.1: Comprehensive Needs Assessment

Students, staff, and parents completed an end of year needs assessment survey during the month of April this school year. The campus leadership team and SBDM members met as a committee to discuss the purpose of the committee and to review the available survey results from students, staff, and parents. This information was then discussed and reviewed with the campus leadership team and grade levels with emphasis on retention data for each grade level. As part of the meeting, multiple measure areas were reviewed identifying strengths and challenges for each.

CCNA was revised and reviewed in May 26, 2023.

Conclusions/Priorities: Reviewing the CNA and SBDM committee continues to believe that technology and the professional development in this area is a high priority within our campus and that closing the achievement gaps is an area of need. Amongst our highest strength continues to be student and teacher attendance.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

\* SBDM meetings held in June 2, 2023

- Participants: Dr. Melinda Lopez (Administrator), San Juanita Ortiz (Meeting Facilitator), Marvelia Vela (Non-Classroom Professional), Juan De Leon (district-level Professional), David Alaniz (Classroom Teacher), Deifilia de los Santos (Classroom Teacher), Marvella Herrera (Classroom Teacher), Mary Ruiz (Classroom Teacher), Claudia Olivo (Classroom Teacher), Jaime Lopez (Parent), Charles Rowles (Parent)

## 2.2: Regular monitoring and revision

Every SBDM meeting time is dedicated to review, update and make the formative review as a committee for the CIP. Hudson Elementary will continue to monitor and revise all school academic initiatives to improve academic performance every six weeks and as necessary in order to meet student needs. Teachers will continue to be included in decisions regarding the use and selection of academic assessments to measure student performance. Data obtained from state and district assessments will be utilized to make program decisions that directly impact the implementation of new instructional strategies and modify existing ones in order to better meet student needs as noted in the

results. SBDM meeting dates will be held in November 9, 2023, December 14, 2023, April 11, 2024, and May 30, 2024.

### **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 and can be found on the Hudson Elementary website. CIP is in English and some areas in Spanish. Any parent wanting the CIP in any other language may request translation from any of the SBDM members.

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

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

- SSI tutorials
- Year long Extended Day tutorials until 5:30 PM
- Regular tutorials
- Community Presentations
- Hands On activities
- Academic Resources
- ADSY
- HB1416 accelerated sessions

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

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

- \*Tutorials
- \*EDEP
- \*Dyslexia Program

## **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.

## **3.1: Annually evaluate the schoolwide plan**

Annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

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

Hudson Elementary jointly developed with parents of participating students, a written parent and family engagement policy, agreed on by such parents that shall describe the means for carrying out the following requirements:

- Parents will be notified of the policy in an understandable and uniform format
- Information will be provided in a language that parents can understand
- Updated policy shall be made available to parents and the local community on the campus website
- Policy was distributed to parents in the Fall
- Policy was presented and discussed in May 26, 2023 with SBDM

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

Hudson Elementary will offer a number of flexible parental involvement meetings. Meetings will be offered at different times, such as in the morning or evening and in both English and Spanish. Parent and Family Engagement meetings are held at 9:00 AM in the parent center on campus during the school day every Wednesday, unless otherwise notified to parents through a weekly newsletter sent by parent liaison. Afternoon meetings are offered to parents in the cafeteria at 5:00 PM, and as requested by parents. Parent Liaison will conduct parent meetings on campus to keep parents informed of campus and district initiatives, conduct home visits when necessary, and perform other responsibilities. Funds will be allotted for the Parent Liaison to purchase materials, supplies, and food for parent meetings to be conducted on



campus.

# Plan Notes

<b>Program/ Position</b>	<b>Needs Assessment Area and Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-Need</b>	<b>Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024</b>
<b>Assessment</b>	Needs data for Demographics, Student Learning (with latest ALL subjects for subpops data), and Perceptions (data from CCNA Spring Surveys)  2 years of TAPRs as Addendums				
<b>Assistant Superintendent or Principal's Supervisor</b>	(SMART) Performance Objectives,  Local funds allocated and have needs attached,  Committees (SBDM)				
<b>Athletics</b>	Processes and Programs and Goals 1 and 2 Athletic Strategies				
<b>Bilingual</b>	Processes and Programs,  related to BIL/ESL/EB  Goals 1,  7, and/or  9 BIL Strategies				
<b>CCMR/ Dual Enrollment</b>	Goal 1 related to ECHS, CCMR, and/or  Dual Enrollment				

<b>Program/ Position</b>	<b>Needs Assessment Area and Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-Need</b>	<b>Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024</b>
<b>Curriculum-- Early Childhood</b>	<b>Student Learning and Processes and Programs</b>  <b>Goals 1 and 7 for Early Childhood Curriculum and training</b>				
<b>Curriculum-- Elementary Grades 3-5</b>	<b>Student Learning and Processes and Programs,</b>  <b>Goals 1, 7, and 8 for Elementary</b>				
<b>Curriculum-- Secondary</b>	<b>Student Learning and Processes and Programs,</b>  <b>Goals 1, 7, and 8 for Secondary Curriculum programs and training</b>				
<b>DCSI</b>	<b>Plan Setup,</b>  <b>Prioritized Needs,</b>  <b>Formative/ Summative Reviews,</b>  <b>TIP/RDA/CCMR etc. strategies,</b>  <b>SBDM membership,</b>  <b>Addendums,</b>  <b>Translation, and</b>  <b>overall review</b>				<b>refer to notes sent as email attachments</b>
<b>Dyslexia/504</b>	<b>Student Learning, Processes and Programs,</b>  <b>Strategies for Goals 1, 7 and 9 for Dyslexia</b>				
<b>ESSER fund 282</b>	<b>ESSER funded Strategies with</b>  <b>Needs linked and all funds allocated</b>				

<b>Program/ Position</b>	<b>Needs Assessment Area and Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-Need</b>	<b>Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024</b>
<b>Facilities and Maintenance</b>	<b>Goal 2 Performance Objectives and Strategies</b>				
<b>Federal Programs (211)</b>	<b>211 funded Strategies with Needs linked  ESSA T1-A Elements (no more than 5 strategies per element linked),  T1-A Personnel</b>				
<b>Finance and Budget</b>	<b>Goal 3 Performance Objectives and Strategies</b>				
<b>Fine Arts</b>	<b>Student Learning and Processes and Programs,  Strategies for Goal 1 and 7 related to Fine Arts</b>				
<b>G/T-Honors-AP- Dual</b>	<b>Strategies for Goals 1 and 7</b>				
<b>Guidance and Counseling</b>	<b>Perceptions and Strategies for Goals 5, 7 and 9</b>				•
<b>Homeless</b>	<b>Demographics, Processes and Programs,  Goals 1 and 9 related to Homeless</b>				
<b>Instructional Technology or ISET</b>	<b>Processes and Programs, Goal 8</b>				

<b>Program/ Position</b>	<b>Needs Assessment Area and Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-Need</b>	<b>Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024</b>
<b>Migrant</b>	<b>Demographics,  Goals 1 and 9 related to Migrant population services</b>				
<b>Parent and Family Engagement</b>	<b>Demographics, Processes and Programs, and Perceptions,  Goal 6, especially ESSA SWP 3.1 and 3.2 strategies  ESSA Title I for Parent and Family Engagement (4.1 and 4.2)</b>				
<b>PEIMS</b>	<b>Demographics and  PEIMS related strategies</b>				
<b>Professional Development</b>	<b>Perceptions, Processes and Programs,  Goal 7 performance objectives and strategies</b>				
<b>Public Information</b>	<b>Perceptions and  Strategies for Goal 4</b>				
<b>Pupil Services</b>	<b>Demographics and  Strategies for Goal 5 (Attendance,  Discipline, and Foster Care/  Military Connected related strategies)  Strategies for Goal 9</b>				

<b>Program/ Position</b>	<b>Needs Assessment Area and Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-Need</b>	<b>Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024</b>
<b>Security Services</b>	<b>Demographics and Perceptions, Strategies for Goals 5 and 7</b>				
<b>Special Education</b>	<b>All Need areas, Strategies for Goals 1, 5, 7, and 9 related to Special Education</b>				
<b>State Compensatory Education</b>	<b>162 funded Strategies with Needs linked, State Comp Personnel, Strategies for Goal 9 At-Risk related areas</b>				

# 2023-2024 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dr. Melinda Lopez	Principal
Non-classroom Professional	Sonia Fernandez	Counselor-Y1
District-level Professional	Sandra Garcia	Curriculum and Instruction -Y1
Classroom Teacher	David Alaniz	5th Grade teacher-Y2
Classroom Teacher	Adelaida Montfort	PK Teacher-Y1
Classroom Teacher	Marvella Herrera	1st Grade teacher-Y2
Classroom Teacher	Mary Ruiz	2nd grade Teacher-Y2
Classroom Teacher	Elizabeth Quinones	4th Grade Teacher-Y1
Parent	Ben Del Angel	Parent Y1
Parent	Jaime Lopez	Parent Y2
Community Representative	Iran Garza	Community Rep. Y1
Business Representative	Ruben Castro	Business Representative Y1
Community Representative	Dr. Greg Garcia	Community Representative
Business Representative	Texas Road House	Business Representative - Y1
Meeting Facilitator	San Juanita Ortiz	Dean of Instruction

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	COPY PAPER	199-11-6396-00-134-Y-11-000-Y	\$1,500.00
1	1	2	GENERAL SUPPLIES	199-11-6399-00-134-Y-11-000-Y	\$3,452.00
1	1	2	Substitutes (Testing)	199-11-6112-18-134-Y-99-000-Y	\$5,000.00
1	1	2	GENERAL SUPPLIES	199-11-6399-51-134-Y-11-000-Y	\$100.00
1	1	2	GENERAL SUPPLIES	199-23-6399-00-134-Y-99-000-Y	\$2,000.00
1	1	4	General Supplies	199-12-6399-00-134-Y-99-000-Y	\$300.00
1	1	7	Supplies - Ink Toner	199-11-6399-62-134-Y-11-000-Y	\$3,000.00
1	1	14	Reclassified Transportation Expenses	199-11-6494-00-134-Y-11-000-Y	\$6,500.00
5	1	4	General Supplies	199-31-6399-00-134-Y-99-000-Y	\$400.00
5	1	8	Extra Duty-Custodians	199-51-6121-47-134-Y-99-000-Y	\$150.00
5	1	8	Janitorial Supplies for Maintenance-Custodial	199-51-6315-00-134-Y-99-0-00-Y	\$4,000.00
5	1	8	Custodial Supplies- Radios	199-51-6398-00-134-Y-99-000-Y	\$1,560.00
5	1	8	General Supplies-Custodial	199-51-6399-00-134-Y-99-000-Y	\$600.00
6	1	1	Equipment	199-61-6398-00-134-Y-99-000-Y	\$650.00
6	1	3	EMPLOYEE TRAVEL	199-61-6411-00-134-Y-99-000-Y	\$900.00
7	1	1	EMPLOYEE TRAVEL	199-23-6411-23-134-Y-99-000-Y	\$0.00
9	1	4	Awards	199-23-6498-00-134-Y-99-000-Y	\$1,500.00
9	1	6	Awards	199-11-6498-00-134-Y-11-000-Y	\$2,000.00
9	2	6	EXTRA DUTY PAY	199-23-6121-08-134-Y-99-000-Y	\$0.00
9	3	1	NURSE-GENERAL SUPPLIES	199-33-6399-00-134-Y-99-000-Y	\$600.00
Sub-Total					\$34,212.00
Budgeted Fund Source Amount					\$34,212.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	EQUIPMENT UNDER \$5,000	162-11-6399-62-134-Y-30-000-Y	\$5,682.00



162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
9	2	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-134-Y-24-SSI-Y	\$7,322.00
9	2	1	PROFESSIONAL EXTRA DUTY	162-11-6118-00-134-Y-30-000-Y	\$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY	162-11-6118-00-134-Y-30-000-Y	\$28,313.00
Sub-Total					\$41,317.00
Budgeted Fund Source Amount					\$41,317.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies	163-11-6399-00-134-Y-25-000-Y	\$2,070.00
1	1	4	General Supplies	163-11-6399-00-134-Y-25-031-Y	\$0.00
7	1	10	Substitutes		\$2,010.00
Sub-Total					\$4,080.00
Budgeted Fund Source Amount					\$2,070.00
+/- Difference					-\$2,010.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Specialized Supplies		\$5,850.00
Sub-Total					\$5,850.00
Budgeted Fund Source Amount					\$5,850.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title I-A Personnel		\$0.00
1	2	2			\$0.00
5	2	4	CONTRACTED MAINTENANCE & REPAIR-Raptor Technologies	211-23-6249-00-134-Y-30-0F2-Y	\$0.00
6	1	1	GENERAL SUPPLIES	211-61-6399-00-134-Y-30-0F2-Y	\$900.00
6	1	1	MISCELLANEOUS OPERATING COSTS	211-61-6499-53-134-Y-30-0F2-Y	\$900.00
6	1	1	EMPLOYEE TRAVEL	211-61-6411-00-134-Y-30-0F2-Y	\$900.00
6	1	4			\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6			\$0.00
7	1	3	Salary/Wages for Substitute Teachers	211-11-6112-18-134-Y-30-AYP-Y	\$500.00
7	1	3	SOCIAL SECURITY/Medicare	211-11-6141-18-134-Y-30-AYP-Y	\$8.00
8	1	1	Hardware- Computer/Printers 220209	211-11-6398-62-134-Y-30-0F2-Y	\$0.00
8	7	1	GENERAL SUPPLIES	211-11-6399-62-134-Y-30-0F2-Y	\$3,705.00
9	1	4	Awards	211-11-6498-00-134-Y-30-0F2-Y	\$0.00
9	1	6	Miscellaneous Costs-Awards	211-11-6498-00-134-Y-30-0F2-Y	\$7,000.00
9	2	1	Professional Extra Duty Pay	211-11-6118-00-134-Y-30-ASP-Y	\$0.00
Sub-Total					\$13,913.00
Budgeted Fund Source Amount					\$13,913.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Facility Improvements	282-81-6629-00-134-Y-99-090-1	\$0.00
2	1	2	EQUIPMENT UNDER \$5,000	282-51-6398-00-1340Y-99-090-1	\$0.00
2	1	2	FURNITURE, EQUIPMENT & SOFTWARE	282-51-6639-00-134-Y-99-090-1	\$0.00
3	3	1	Fringes		\$0.00
3	3	1	August BISD Retention Stipends		\$0.00
8	1	1	SUPPLIES & MATERIALS-SOFTWARE	282-11-6395-62-134-Y-99-OES-1	\$0.00
8	1	1	Supplies & Materials - Software	282-116395-62-134-Y-99-ECG-1	\$0.00
9	1	2	MENTAL HEALTH-FRINGES		\$0.00
9	1	2	Professional Extra Duty Pay-Mental Health	282-31-6118-00-134-Y-99-MH1-1	\$0.00
9	2	1	PARA EXTRA DUTY PAY/OVERTIME	282-61-6121-00-134-Y-99-PFS-1	\$0.00
9	2	1	PARA --PART	282-11-6126-00-134-Y-23-JST-1	\$0.00
9	2	1	RECLASSIFIED TRANSPORTATION EXP/EX	282-61-6494-00-134-Y-99-PFS-1	\$0.00
9	2	1	PROFESSIONAL EXTRA DUTY	282-11-6118-00-134-Y-24-0CG-1	\$52,969.00
Sub-Total					\$52,969.00
Budgeted Fund Source Amount					\$52,969.00
+/- Difference					\$0.00
Grand Total Budgeted					\$150,331.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$152,341.00
+/- Difference					-\$2,010.00