



## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 37 Elementary schools (includes K-8)
  - 11 Middle/Junior high schools
  - 10 High schools
  - 0 K-12 schools
- 58 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	68	57	125
<b>K</b>	54	45	99
<b>1</b>	60	46	106
<b>2</b>	50	66	116
<b>3</b>	62	52	114
<b>4</b>	58	48	106
<b>5</b>	64	60	124
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	416	374	790

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 97 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 2 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 23%

If the mobility rate is above 15%, please explain.

The mobility rate for Hudson Elementary is 23% because a high number of low socio-economic families commonly relocate to seek more affordable housing. In addition, families frequently move across the Texas-Mexico border for financial reasons as well as to be closer to the family unit.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	80
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	100
(3) Total of all transferred students [sum of rows (1) and (2)]	180
(4) Total number of students in the school as of October 1, 2017	798
(5) Total transferred students in row (3) divided by total students in row (4)	0.23
(6) Amount in row (5) multiplied by 100	23

6. English Language Learners (ELL) in the school: 38%  
298 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish

7. Students eligible for free/reduced-priced meals: 93%  
Total number students who qualify: 736

8. Students receiving special education services: 12 %  
91 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                   |  |
|-----------------------------------|--|
| <u>19</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>3</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>25</u> Other Health Impaired                |
| <u>9</u> Developmental Delay      | <u>30</u> Specific Learning Disability         |
| <u>7</u> Emotional Disturbance    | <u>45</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>15</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Hubert R. Hudson Elementary, in partnership with parent and community stakeholders, is committed to the empowerment of students to become lifelong learners and productive citizens in a highly scientific and technologically advanced global society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

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Hubert R. Hudson Elementary is located in the northeast area of Brownsville, Texas, approximately 6 miles from the Texas-Mexico border. The school is one of thirty-seven elementary schools in the Brownsville Independent School District (BISD) and opened in 1998. Named after Hubert R. Hudson, Sr. and his son Hubert R. Hudson Jr., the school sits on land once part of the Hudson farm and was donated by the family. Hudson Elementary is both a neighborhood and commuting school in which approximately 36% of students are bused although some live less than 2 miles from campus.

Hudson Elementary is a Title I school, serving 790 students in Pre-Kindergarten 3 (PK3)–fifth grades. The school also offers a Preschool Program for Children with Disabilities, Life Skills, and Structured for Life units, serving students with special needs across all grade-levels. The following demographics represent the student body: 96.33% Hispanic, 93.16% economically disadvantaged, 73.29% at-risk of dropping out, 37.72% Limited English Proficient, 11.52% Special Education, and 8.48% Gifted and Talented (GT). Rather than view students' diverse backgrounds and educational needs as challenges, Hudson Elementary demonstrates that all children can flourish with appropriate supports, regardless of their name or zip code, when provided a safe, creative, and stimulating learning environment.

A change in leadership in 2014, with a focus on student-centered instruction set the milestone for academic success and led to an improvement in school climate and culture as well as parent and community involvement. More importantly, at the centerpiece of the school's success is the commitment that teachers have for triggering students' desire to learn and purposefully guiding it to garner improved outcomes. Educators at Hudson Elementary tightly link standards, curriculum, instruction, and assessment across and within all grade-levels and subjects to ensure that all students are recipients of a rigorous instructional program that supports their 21st century learning. As a result, Hudson Elementary transformed from a low performing school ranked among the bottom ten of elementary schools in BISD to one that now ranks in the top ten.

The cornerstone of the instructional program at Hudson Elementary is a horizontally and vertically aligned PK3–fifth grade curriculum. The provision of supplemental programs and services designed to meet the academic and behavioral needs of each child are consistently delivered to enhance learning outcomes in all subject areas and the requirements of the State of Texas Assessments of Academic Readiness (STAAR) in Reading, Mathematics, Writing, and Science. These include the academic and behavioral Response to Intervention (RtI) Program, after-school Academic Tutorial Program, Extended Day Enrichment Program, Bilingual Education Program, Special Education Program, Dyslexia/504 Program, At-Risk Program, and GT Program. The daily collaborative efforts led and sustained by teacher leaders is also invaluable to ensure student engagement continues to be the focus of school improvement efforts.

Campus stakeholders widely recognize the Hudsonville Minitropolis Program as a tradition that is passed from generation to generation of students that attend Hudson Elementary. The Hudsonville Micro-Community and Economy is designed to mirror a community within the school to create an academic learning experience for students. Hudsonville helps students gain an understanding of financial concepts while learning the value of leadership, career readiness, and real-world skills that will lead to them becoming responsible, socially prepared citizens. By leveraging dynamic partnerships with local businesses such as IBC Bank and HEB, students in PK3–5th learn about important economic principles by earning "Cody Bucks" (School Mascot: Cody the Coyote) through a variety of academic and social achievements. Language Arts concepts are supported when students complete job applications, write advertisements, and thank you notes to community members who serve as mentors. Hudsonville enhances students' fine arts and technology skills through the daily broadcast of Coyote News Network (CNN), a student written and produced morning news show. A tradition new to Hudsonville is CODE-yote Academy, an initiative specific to 2nd grade that teaches students the language of code and foundational skills in computational thinking.

Hudson Elementary also focuses on the emotional, social, physical, and cultural development of all learners. A character education guidance and counseling program is utilized weekly to assist students in making

personal, social, educational, and career decisions. In partnership with local organizations (i.e., Monica's House and Texas Tropical Behavioral Health), school counselors collaboratively present lessons addressing critical issues such as abuse, bullying, and mental health. To promote a healthy lifestyle, students participate in moderate-to-vigorous activities for 45 minutes daily, after-school intramural sports, and community running events. The implementation of the CATCH (Coordinated Approach to Child Health) Program supports partnerships with local universities that teach families about adopting healthy eating and exercise habits to combat obesity and diabetes. Students' cultural needs are addressed by participating in Charro Days, an annual celebration honoring the bi-national culture that exists in Brownsville. Cultural awareness is also facilitated by cultural lessons integrated into the music curriculum and a variety of culturally diverse texts in the library.

Educators in Hudsonville are committed to transformation efforts that enrich the instructional program for all learners as well as cultivate a learning environment wherein home and school merge to empower students to achieve success.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

Hudson Elementary has transformed the educational landscape of the school into an environment that fosters literacy, communication, and critical thinking. The core of the English Language Arts/Reading (ELAR) curriculum is a literacy-based approach to instruction aligned to the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Teachers also utilize STAAR ELAR and Writing Field Guides at each grade-level as an instructional resource to prepare lessons that assist students to develop a deep and enduring understanding of academic concepts. Daily instruction is also linguistically accommodated to support English and Spanish language learners in the mastery of knowledge and skills.

The ELAR program provides all students with 90 minutes of daily uninterrupted reading/writing instruction. Through flexible grouping and learning centers, lessons in PK3–3rd grade target five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Educators evaluate the development of each skill through the CIRCLE (Center for Improving the Readiness of Children for Learning and Education) progress monitoring system (PK3–PK4) and TPRI (Texas Primary Reading Intervention)/Tejas Lee (Kindergarten–3rd) progress monitoring assessments at the beginning, middle, and end of year. In 3rd–5th, students' language and literacy skills are evaluated via curriculum-based assessments and district benchmarks. Teachers use the data points to provide targeted small-group instruction that supports student learning. Additionally, instructional staff enhance students' academic vocabulary and comprehension level through the oral reading of fiction and expository texts (PK3–5th) and novel studies to understand character relationships and make connections to the text (1st–5th). An online reading program is widely used to support the curriculum by encouraging reading practice and monitoring students' comprehension of texts. Students are introduced to various writing styles by reading fiction and expository texts across the curriculum. As students are exposed to different genres, instructional staff explicitly teach students the correct use of grammar and vocabulary. Moreover, teachers help students develop their writer's craft by establishing a community of writers to provide these emergent authors an audience to share their works with on a daily basis.

#### **1b. Mathematics:**

The mathematics curriculum at Hudson Elementary is centered on the TEKS and the CCRS for each grade-level. Teachers also utilize STAAR Math Field Guides at each grade-level as an instructional tool to help them prepare and modify instruction to effectively teach numerical representations and relationships, computations and algebraic relationships, geometry and measurements, data analysis, and personal financial literacy. In addition, 60 minutes of daily instruction is linguistically accommodated to support English and Spanish language learners in the mastery of knowledge and skills in mathematics. Instructional staff foster student understanding and application of mathematical concepts by focusing on the correct use of academic vocabulary associated with the content within each state standard, integrate the use of manipulatives to support student learning, provide small-group instruction, and implement a variety of technology programs to further enhance learning outcomes. The consistent analysis of formative assessment data to inform instructional decisions and flexible grouping allows teachers to change the pace of instruction and provide students with more time to learn mathematical skills, mental math, estimation, and number sense to move towards problem solving applications. Most importantly, the scaffolding of grade-level TEKS via learner-centered activities during small-group instruction allows for differentiation of instruction that focuses on specific learning objectives. For example, a 4th grade teacher provides explicit instruction on fixed and variable expenses using an anchor chart with a small-group of students. Meanwhile, other groups of learners are solving addition and subtraction problems with decimals using restaurant menus, paper currency and coins; working collaboratively on solving financial literacy task cards using their individual white boards; and using computer-based math programs to provide a more interactive learning experience. Above all, educators in Hudsonville emphasize a conceptual understanding and mastery of knowledge and skills to

empower students to think mathematically and craft solutions to problems that arise in everyday life, society, and the workplace.

### **1c. Science:**

The science program at Hudson Elementary is aligned to the TEKS and lessons routinely integrate the 5E instructional model to actively engage students with natural phenomena. As students cycle through each phase of the model, their understanding of scientific process skills and conceptual knowledge of matter and energy, force and motion, earth and space, organisms, and the environment is enhanced. Through scientific investigations and reasoning, students craft solutions to problems that arise in a scientifically advanced and technology driven global community. Teachers in Hudsonville understand 21st century learners need a solid foundation in science, technology, engineering, the arts, mathematics, and social studies (STEAMS) related activities. As the demand for STEAMS related careers grows, it is important that all students at Hudson Elementary are provided opportunities to engage in hands-on, inquiry-based investigations. School leaders support the development of inquiry-based lessons by providing teachers increased resources and assistance with curricula, tools, materials, and technology. To further encourage inquiry and exploration for 5th grade students, learners rotate in the science lab on a daily basis to participate in powerful learning experiences related to earth science, life science, and physical science to support a deeper understanding of the scientific process and authentically unpack science content. Moreover, students are also able to access supplemental computer-based learning programs that formatively assess their understanding of skills and/or concepts, reinforce academic concepts via the use of virtual demonstrations and activities, and bridge learning gaps through intervention modules. Teachers at Hudson Elementary integrate science state readiness standards across the curriculum at each grade-level by explicitly teaching and/or reinforcing academic vocabulary associated with the content through the reading of expository texts, a weekly nonfiction news magazine, and science reading stories. To further support the development of inferential skills each week, all students are asked to solve the “Riddle of the Week” and justify their predictions based on evidence. Learners are also encouraged to participate in the following programs to enhance and enrich their knowledge of STEAMS fields: Science Fair, Brainsville Inventions, Destination Imagination, Mini-Makers Engineering Studio, Robotics Program, CNN, Chess, and the Coding Club.

### **1d. Social studies/history/civic learning and engagement**

The social studies program at Hudson Elementary is aligned to the TEKS and establishes the foundation for all students to become responsible citizens in a global society. Curricular objectives emphasize civic engagement by introducing themes in United States and Texas history to build students' understanding of a democratic society. To further promote civic engagement in students and start a dialogue about the voting process, Kindergarten–fifth grade students cast their votes in a yearly mock election organized by the University of Texas Rio Grande Valley (UTRGV) Office of Student Educational Outreach and the City of Brownsville, in partnership with Kids Voting USA. Similar to the completion of a voter registration application, students register online at Kids Voting USA to access their ballots. Additionally, after students vote they receive the popular "I Voted" sticker to show their involvement in the process. Learners in Hudsonville also participate in an art contest sponsored by Kids Voting USA to encourage their peers and families to participate in local, state, and national elections. The electoral process is also brought to life at Hudson Elementary because the school is an election polling site and students are regularly exposed to community members casting their vote to actively elect leaders that will shape local, state, and national policies. Students at Hudson Elementary are also taught how to be productive and educationally-motivated citizens via the Hudsonville Micro-Community and Economy. All PK3–5th grade students learn about important economic principles and life skills by earning Cody Bucks through a variety of academic and social achievements. A cross-curricular connection is made with financial literacy when students record their day-to-day economic transactions in the classroom, deposit their earnings each December and May at the Hudsonville IBC Bank, and purchase goods at the Hudsonville HEB Neighborhood Store operated by 5th grade students twice a year. Instructional staff also help students acquire fundamental skills in social studies through the use of expository texts (i.e., newspaper articles, biographies, political cartoons, songs, etc.) to build vocabulary, utilize text features (i.e., captions, photos, graphs, charts, etc.), and understand text structures.

## **1e. For secondary schools:**

## **1f. For schools that offer preschool for three- and four-year old students:**

The early childhood program in Hudsonville consists of a full- and half-day PK3- and full-day PK4-year-old program. Students participate in activities to encourage developmental growth in language, cognition, psychomotor, social, and affective skills. Teachers utilize the state-adopted Opening the World of Learning curriculum that is aligned to the Texas Prekindergarten Guidelines. Students are instructed in the following ten domains that are vertically aligned to kindergarten–3rd grade TEKS, ELPS, and CCRS: social-emotional development, literacy-reading, language and communication, emergent literacy-writing, mathematics, social studies, technology application, science, fine arts, and physical development. The growth and development of students is evaluated via the CIRCLE progress monitoring system at the beginning, middle, and end of year. More importantly, PK3- and PK4-year-old students are provided opportunities for school readiness and continued success in reading across K–3rd grades as demonstrated by TPRI/Tejas Lee data for phonemic awareness, phonics, fluency, vocabulary, and comprehension.

## **2. Other Curriculum Areas:**

Instruction at Hudson Elementary is supplemented by other curriculum areas to develop students intellectually, emotionally, physically, socially, and culturally. Interdisciplinary music lessons aligned to fine arts TEKS are taught by a full-time music teacher to all PK3–fifth graders, once a week, for 30 minutes. The teacher utilizes technology, instruments, and movement to teach age-appropriate music, literacy, and math skills. Instruction is focused on basic theory, counting beats, and rhythm (PK3–1st) as well as playing guitars, pianos, and percussion instruments (2nd–5th). Explicit connections are made to fractions and patterns when counting beats and to poetry strategies when interpreting lyrics. Cultural lessons are integrated into the curriculum to enrich students' awareness of other customs. Students benefit from the fine arts program by participating in University Interscholastic League (UIL) competitions (i.e., Music Memory, Number Sense, and Oral Reading) and the 5th grade band and choir. Band and choir members rehearse weekly and perform at events such as a Christmas program featured on a local television network and Elementary All-City Choir.

Physical education (PE) staff deliver a quality PE, health, and nutrition program to enhance the school curriculum. PK3–5th graders attend a daily 45-minute class aligned to the PE TEKS and are asked to orally skip count or multiply to support math and oral language development. PE personnel reinforce goal-setting, motor-skill development, and self-discipline skills when 3rd–5th graders complete the Texas Fitness Gram which assesses strength and endurance. In partnership with the Brownsville Parks and Recreation Department, K–5th graders can participate in an after-school intramural sports program (i.e., football, volleyball, basketball, or soccer) to promote sportsmanship and community ties. Additionally, partnerships with universities (i.e., UTRGV Mind, Exercise, Nutrition, Diet [MEND] Program and Texas A & M AgriLife Expanded Food and Nutrition Education Program) promote wellness, and families learn about making health-conscious decisions to prevent diabetes and obesity through the CATCH Program. Participation in the American Heart Association Jump Rope for Heart fundraiser and community running events also encourage a physically active lifestyle.

Learning is supported across the curriculum in all grades through technology integration. Technology application TEKS are embedded in daily lessons to improve student engagement and achievement. Educators model the use of laptops, iPads, document cameras, and media projectors during interactive lessons that extend student learning. Classrooms are equipped with a minimum of two student computers, access to Computers on Wheels, and iPads in PK3–2nd, allowing students to use technology in the application of curricular objectives. Kindergarten–fifth grades also attend computer classes 30 minutes a week to practice technology skills and connect to the digital world. Technology initiatives are supported through coding instruction to all students via the Hour of Code, CODE-yote Academy, and the after-school Coding Club (4th–5th). Weekly coding challenges allow students to create their own interactive animations or games and Coding Club members participate in the district Coding and Technology Education Summit to

showcase their technological skills.

The school library is a versatile space that supports literacy and technology instruction. All PK3–5th graders visit the library once a week for 30 minutes, and lessons include whole-group or cooperative learning activities that conclude with 1st–5th graders checking out a book. Library personnel also teach about digital citizenship to promote internet safety. The circulation desk is open before and after school, providing additional access to the library and students can check out digital tablets to read eBooks from home. The library collection offers culturally diverse texts to incorporate in multicultural lessons as appropriate. An online reading program encourages 1st–5th graders to reach individual reading goals that support fluency and comprehension.

The Guidance and Counseling Program supports all students to make personal, social, educational, and career decisions as required by the Texas Model for Comprehensive School Counseling Program and supports core TEKS. All PK3–fifth grade students are taught the six pillars of character through weekly, 30-minute lessons presented by two counselors and are reinforced by the following presentations: Be a Buddy, Not a Bully, Red Ribbon Campaign, and Play It Safe. In partnership with local organizations, lessons presented address critical issues such as abuse, bullying, and mental health. Counselors also encourage 4th–5th graders to join the Duke University Talent Identification Program to be college and career ready.

The nationally ranked Chess Program in Hudsonville supplements the instructional program by supporting core area TEKS and CCRS. Before and after school chess classes are open weekly to PK4–fifth graders to develop higher-level thinking skills, cause and effect relationships, and pattern recognition: key skills for success in STEAMS fields.

### **3. Special Populations:**

The Response to Intervention (RtI) process is a multi-tiered approach used with fidelity by all teachers to identify struggling learners and provide them with increasing levels of interventions to improve academic outcomes. Teachers implement the RtI Model to meet the diverse needs of students and facilitate the differentiation of learning for high-performing and struggling students to bridge the achievement gap. In Tier I, teachers deliver high-quality, research-based, whole-group instruction to students in the general education setting. Additionally, Tier I includes the screening of all students at the beginning, middle, and end of the year in reading and mathematics to establish academic baselines and identify struggling learners in need of supplemental supports. Reading screening instruments include: CIRCLE-PM (PK3–PK4), TPRI/Tejas Lee (kindergarten–2nd), curriculum-based assessments (3rd–5th), and benchmarks (3rd–5th). Screening instruments utilized in mathematics include: CIRCLE-PM (PK3–PK4), weekly assessments (kindergarten–2nd), curriculum-based assessments (1st–5th), and benchmarks (3rd–5th).

To promote higher-order, critical thinking skills in students performing above grade-level, teachers modify the depth and complexity of lessons by embedding open-ended questions to encourage discussion and connect learning to real-world applications. Students are also provided opportunities to engage in project-based learning to further encourage inquiry and a deeper understanding of solutions to problems that arise in a global community.

Learners not demonstrating adequate progress are referred to Tier II and students receive an additional 30 minutes of daily, small-group, targeted interventions in the area of need to supplement regular instruction (i.e., language-embedded, kinesthetic, or visual supports). Interventions are delivered during their ELAR or mathematics blocks as those meeting grade-level TEKS are in learning centers that promote higher-level thinking. Tier II students are progress monitored bi-monthly using curriculum-based assessments to evaluate progress. Learners that continue to struggle at this level are considered for more intensive instruction at the next tier. Tier III students receive an additional 30 minutes of individualized, intensive interventions that target the students' skill deficits. Curriculum-based monitoring is conducted weekly to evaluate progress. Tier III students who have not demonstrated adequate progress are referred for academic testing in the areas of dyslexia and/or special education.

Teachers in 4th–5th grade departmentalized to optimize student learning. This instructional approach allows

teachers a greater level of expertise and deeper understanding of content to better address student needs. Fourth graders rotate for reading, writing, and mathematics lessons and fifth graders rotate for reading, mathematics, and science instruction. Departmentalization facilitates the differentiation of instruction by content area and encourages the entire grade-level to take equal ownership of meeting students' instructional goals via the RtI process.

Recent state assessment data indicates an achievement gap exists in reading among "All Students" and "Special Education" and "English Language Learner" (ELL) subgroups. To bridge the achievement gap, teachers analyze data for learners not demonstrating mastery of TEKS and develop a prescriptive intervention plan to achieve instructional goals. The individualized student intervention plan for special education and ELL students includes small-group instruction during the day and supplemental instruction during after-school academic tutorials. In addition, teachers for special education students collaborate with special education personnel to revisit the child's individualized education plan to provide more accommodations, supplemental aids, and other supports as needed. For ELL students, teachers regularly embed Sheltered Instruction Observation Protocol (SIOP) strategies in daily lessons to contextualize vocabulary and include the use of multimedia sensory experiences to improve comprehension of texts.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At the heart of school improvement efforts is a positive climate and culture that promotes the learning and engagement of students and educators. Hudsonville remains steadfast to student success and cultivates constructive student-teacher relationships to promote the academic, social, and emotional growth of all learners. Student-teacher relationships are fortified by the following extracurricular activities: Extended Day Enrichment Program, Chess, Destination Imagination, Coding Club, Brainsville Inventions, Science Fair, Robotics, Band and Choir, UIL, Running Club, CNN, and intramural sports teams. Per the 2018–2019 Student Comprehensive Needs Assessment (CNA), 97% of students indicated that instructional staff help them do their best and provide the supplemental supports to achieve their academic goals.

School climate and culture are also dependent upon students feeling safe, connected, and engaged. At the start of the school year, administrators and teachers set high academic, behavioral, and social expectations for students during grade-level orientation sessions to mitigate discipline problems and enhance learning outcomes. Additionally, teachers implement academic and behavioral RtI plans for students that would benefit from supplemental supports. Administrators, counselors, and teachers rely on the use of a Positive Behavior Interventions and Supports model to prevent conduct problems and encourage emotional growth. Per the 2018–2019 CNA, over 90% of learners feel safe in school and believe that instructional staff care and listen to their needs.

At the end of each six-week marking period, assemblies are hosted for each PK3–5th grade-level to celebrate student achievements and prompt continued contributions to Hudsonville. Awards are given for honor roll, perfect attendance, reading excellence, and good character. Students also earn Cody Bucks for their achievements, enjoy depositing their earnings in the Hudsonville IBC Bank, and purchasing goods at the Hudsonville HEB Neighborhood Store. Learners are also recognized on CNN and student spotlights featured weekly on the school website.

Another indicator of the positive climate and culture in Hudsonville are the collaborative relationships between school leaders and faculty. Administrators regularly engage in conversations with teachers during grade-level meetings, Coyote Planning meetings, and walkthroughs to discuss prioritizing instructional time, additional individualized instruction for struggling students, and evaluating the effectiveness of lessons. Data from the 2018–2019 Teacher CNA indicates 100% of teachers feel there is an atmosphere of trust and mutual respect between administration and staff. Additionally, 100% of teachers feel they receive adequate and timely professional feedback to improve instruction as well as trust that administrators do a good job of recognizing strengths and areas of improvement. Campus personnel are provided with incentives including small gifts, notes of encouragement, treats, and luncheons to recognize accomplishments in the classroom. Educators are also spotlighted weekly on the school website for their contributions to the overall improvement of Hudsonville.

### 2. Engaging Families and Community:

Educators at Hudson Elementary encourage all parents to play an active role in their child's education. Instructional staff understand that parents are students' first teachers and collaboratively work to set the stage for academic success. In order to keep parents informed of school-wide initiatives and events, Coyote Chronicles, a parent newsletter, is distributed the first Thursday of each month. Coyote Chronicles is one way in which Hudson Elementary establishes open communication channels with parents to boost students' academic achievement. Coyote Chronicles provides parents information in both English and Spanish about fluency goals, reading comprehension targets for the online reading program, attendance goals, school-wide assemblies, and parental involvement activities to build strong partnerships with parents to ensure students reach their highest potential. Hudsonville also launched a "new look" website to provide a more engaging and enriching experience for parents and community stakeholders. The school website has a cleaner look, a more optimal user experience, and far more content to inform parent and community stakeholders of school events, parental involvement opportunities, school milestones, and students' academic achievements or

challenges.

Educators at Hudson Elementary also cultivate a positive climate and culture by seeking the help of parents and community members to enhance the school's effectiveness. Parents are provided meaningful opportunities to participate in their child's education by being invited to weekly parental involvement meetings and before and after school activities. Local community organizations and businesses (i.e., Monica's House, Texas Tropical Behavioral Health, UTRGV, Texas A & M, Brownsville Parks and Recreation, HEB, and IBC Bank) also collaborate with instructional staff to present lessons to parents and students, addressing critical issues such as abuse, bullying, mental health, financial literacy, wellness, and other educational topics that promote academic success and school improvement. In addition, functioning communication channels are maintained between parents and school personnel via parent-teacher/parent-school administration conferences, the Class Dojo app, the Remind app, parent-teacher/parent-school administration electronic communications, and other school memos. As a result, a majority of parents who responded to the 2018–2019 Parent CNA felt they could share their concerns with school personnel in order to encourage students' and adults' capacity for learning and success.

Other parental involvement initiatives held throughout the school year to include parents and community members as well as provide a positive message about Hudson Elementary include Meet the Teacher Night, Fall and Spring Open House events, Grandparents' Day Luncheon, Monthly Take Your Parent to Lunch Days, Muffins with Mom, Donuts with Dad, Parent Appreciation Day, Father-Daughter Ball, Fall and Spring Scholastic Book Fairs, Red Ribbon Week Campaign and events, Character Parade, Veterans Day Parade and celebration, MEND Program, community running events, seasonal plays and performances, and Six Weeks Awards Ceremonies.

### **3. Professional Development:**

Professional development (PD) decisions at Hudson Elementary are based on students' instructional needs identified by state, district, and campus assessment data, CNA data, and district initiatives. Educators are encouraged to attend PD sessions throughout the school year and summer to become more proficient in subject area best practices, digital learning, and data-driven decision making to build capacity of teachers and administrators.

Campus administrators attend PD sessions that focus on how to monitor the implementation of instructional strategies and facilitate conversations with teachers to think about their pedagogy and professional practices to improve lesson quality and student performance. Administrators attend a yearly two-day conference focused on the Texas Teacher Evaluation and Support System to aid teachers in their professional growth by providing evidence-based feedback to gauge the effectiveness of lesson delivery. Additionally, administrators undergo extensive training to target subpopulation academic needs such as curricular best practices, RtI, special education, dyslexia/504, bilingual education, technology, and behavioral management. The purpose of this targeted PD is to build the leadership capacity of administrators to elicit improved student and school performance.

Yearly campus PD includes district-wide strategies addressing TEKS, CCRS, classroom management, behavior strategies, emergency management procedures, employee standards of conduct, conflict resolution, technology, and RtI. Grade-level lead teachers attend monthly district meetings to guide and support colleagues as needed. District ELAR, mathematics, science, and social studies curriculum specialists provide additional PD to all grade-level teachers to target specific TEKS that support student achievement and school improvement. These sessions include make-and-take activities and small-group intervention lessons to differentiate instruction for ELL, special education, dyslexia/504, GT, and RtI students. Educators are encouraged to attend the following district-wide PD sessions to learn about instructional strategies that focus on the integration of TEKS during interactive lessons: Fall and Spring Literacy Conferences, Dyslexia Awareness Conference, Autism Awareness Conference, GT Conference, and the Innovation, Strategy, and Educational Technology Bash.

Campus-specific curriculum-based training is regularly offered to build teacher capacity and ensure the alignment of instruction to TEKS, CCRS, and ELPS. During Coyote Planning meetings, student data is

analyzed to refine the effectiveness of lessons addressing academic standards. Weekly grade-level meetings also focus on assessment data, horizontal and vertical alignment of TEKS in the core curriculum, RtI, SIOP strategies, and other research-based practices to build capacity and improve instructional delivery. Curriculum specialists also collaborate with teachers during Coyote Planning meetings, weekly grade-level meetings, and individually to help plan and/or present quality lessons based on TEKS and current student performance data. Educators are encouraged to complete a minimum of 12 hours of technology training via web-based or hands-on sessions to craft lessons that embed digital tools that engage students in the learning process.

#### **4. School Leadership:**

The leadership philosophy at Hudson Elementary is to engage and develop others to foster a culture of respect, learning, and accountability. The leadership team provides an explicit direction for academic success through consistent monitoring of lesson delivery while collaboratively working with teachers on issues of standards, curriculum, instruction, and assessment to elevate the achievement bar for all students. School leadership is comprised of the principal, two assistant principals, and a dean of instruction. They regularly collaborate to improve the academic, instructional, and leadership capacities of the campus to positively influence student achievement and school performance.

The principal is student centered and embraces instructional leadership behaviors that multiply effective teaching and learning practices. Hudsonville's principal ensures that instructional programs and policies are aligned with academic standards, support student achievement, and contribute to school improvement efforts. The principal works collaboratively with school personnel in the maintenance of a professional learning community that fortifies collegial relationships and supports all learners in the achievement of their academic goals. Additionally, the principal regularly monitors instruction in all PK3–5th grade classrooms by conducting walkthroughs, co-teaching, meeting with staff during grade-level and Coyote Planning meetings to discuss student needs, provides teachers guidance and feedback to improve instructional quality and student performance, conducts individual coaching sessions with students who need motivation, and leads parent-teacher conferences. Moreover, the principal collaboratively and regularly monitors student data to ensure that learners are on track to meet state academic standards.

Hudsonville assistant principals provide teachers guidance and feedback via walkthroughs and individual conferences to improve student achievement. The assistant principals are also responsible for managing discipline; coordinating the administration of state assessments, Public Education Information Management System (PEIMS) data, campus safety and emergency operations, textbooks, technology assets, the Language Proficiency Assessment Committee, the Dyslexia/504 Program, the Special Education Program, and the RtI Committee; and assist in the coordination of school-wide events.

The primary responsibility of the dean of instruction is to provide leadership, coordination, and improvement of the instructional program. Hudsonville's dean of instruction assists teachers to craft quality and meaningful lessons for all students by providing targeted and ongoing researched-based professional development. The dean of instruction also provides teachers feedback regarding best practices after walkthroughs, serves as a teacher mentor, conducts lesson demonstrations, provides instructional materials and resources, coordinates academic tutorials and Extended Day Enrichment Program offerings, as well as disaggregates student data to close the achievement gap and improve school performance.

The role and responsibilities of the leadership team are dynamic and administration is cross trained to build leadership capacity and effectiveness. More importantly, the leadership team in Hudsonville is characterized by high levels of internal accountability that demands continuous improvement and a results-oriented approach to teaching and learning.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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A picture may be worth a thousand words, but at Hudson Elementary data speaks volumes. Using data systematically to ask questions and obtain insight about student progress has been the most important academic and assessment related practice used by educators in Hudsonville to tailor instruction and close student achievement gaps. Improving the data literacy of school personnel has fostered a data-driven culture within Hudsonville to evaluate instructional effectiveness, guide curriculum development and resource allocation, promote accountability, and, most importantly, ensure that every child learns.

Data has provided the substance for meaningful, ongoing dialogue within Hudsonville. Teachers regularly collaborate to analyze the following student data to support instructional decision making: STAAR, the Texas English Language Proficiency Assessment System (TELPAS), CIRCLE PM, TPRI/Tejas Lee, attendance rates, retention rates, benchmarks, and demographic data. At the start of each school year and every six weeks, teachers meet during full-day and/or half-day Coyote Planning meetings to evaluate data to assess what students are learning and the extent to which they are making progress towards their academic goals.

Coyote Planning meetings provide PK3–5th grade teachers an uninterrupted window of time to evaluate data to identify struggling learners for tiered-instruction. Data disaggregation in PK3–2nd grades targets phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers in 3rd–5th grades focus on the analysis of curriculum-based assessments, district benchmarks, STAAR, and TELPAS data to improve the percentage of students achieving Approaches, Meets, and Masters grade-level expectations. Using the district's data management system, administration and teachers conduct an item analysis of STAAR, curriculum-based assessments, and district benchmarks to identify TEKS in core areas that need improvement. Data is utilized to prioritize instructional time, flexibly group students to differentiate instruction to meet individual needs, gauge the effectiveness of lessons, and refine curricular practices. 2018–2019 Teacher CNA data indicates that 100% of teachers feel this type of academic and assessment-related practice provides them with the knowledge, skills, and strategies necessary to achieve instructional goals. In addition, 100% of teachers indicated state assessment results and campus/district progress-monitoring assessments are used to deliver prescriptive lessons that provide tiered students opportunities to be academically successful. Consequently, educators at Hudson Elementary use data to understand the root causes of learners' academic needs and ensure fidelity to student learning.

Students in Hudsonville have also become data literate and are empowered with the skills to analyze their own performance data. Kindergarten–5th graders track their fluency daily, 1st–5th graders track their reading comprehension goals, and 3rd–5th graders track their mastery of individual TEKS. As students monitor their individualized performance, it helps them embrace their responsibility to succeed and recognize their contributions to the school's success.