

Pasco County Schools

Hudson Elementary School



2019-20 Schoolwide Improvement Plan

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Hudson Elementary School

7229 HUDSON AVE, Hudson, FL 34667

www.pasco.k12.fl.us

Demographics

Principal: Adrian Anthony

Start Date for this Principal: 6/19/2019

2019-20 Status (per MSID File)	Closed: 2020-06-30
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (40%) 2017-18: D (33%) 2016-17: C (43%) 2015-16: F (31%) 2014-15: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	F

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school will empower all children to reach their highest potential in a positive, supportive, child-centered learning environment that encourages collaboration and respect to meet individual needs.

Provide the school's vision statement.

We will teach our students the knowledge, skills and dispositions they need in order to have endless possibilities after graduation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Anthony, Adrian	Principal	
Ennis, Clare	Assistant Principal	
Brandon, Michelle	Teacher, K-12	
Deangelis, Kelly	Instructional Coach	
Brady, Maria	Instructional Coach	
Hawkins, Maria	Teacher, K-12	
Ringelman, Roseanne	Teacher, ESE	
Yarlaski, Jessica	Teacher, K-12	
Akins, Jennifer	Other	
Sojka, Rachel	Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	77	96	89	89	90	99	0	0	0	0	0	0	0	540
Attendance below 90 percent	28	25	21	23	15	13	0	0	0	0	0	0	0	125
One or more suspensions	3	11	3	5	7	7	0	0	0	0	0	0	0	36
Course failure in ELA or Math	5	8	8	17	18	15	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	40	44	67	0	0	0	0	0	0	0	151

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	17	12	24	27	22	0	0	0	0	0	0	0	114

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	29	1	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	5	0	0	0	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	40	26	24	25	31	25	0	0	0	0	0	0	0	171
One or more suspensions	4	2	4	14	10	7	0	0	0	0	0	0	0	41
Course failure in ELA or Math	8	0	0	39	3	3	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	46	70	39	0	0	0	0	0	0	0	155

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	9	8	39	29	20	0	0	0	0	0	0	0	122

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	40	26	24	25	31	25	0	0	0	0	0	0	0	171
One or more suspensions	4	2	4	14	10	7	0	0	0	0	0	0	0	41
Course failure in ELA or Math	8	0	0	39	3	3	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	46	70	39	0	0	0	0	0	0	0	155

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	17	9	8	39	29	20	0	0	0	0	0	0	0	122

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	58%	57%	38%	56%	55%
ELA Learning Gains	46%	56%	58%	58%	55%	57%
ELA Lowest 25th Percentile	64%	54%	53%	63%	52%	52%
Math Achievement	29%	60%	63%	32%	57%	61%
Math Learning Gains	37%	61%	62%	42%	58%	61%
Math Lowest 25th Percentile	49%	50%	51%	40%	47%	51%
Science Achievement	22%	53%	53%	29%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	96 (0)	89 (0)	89 (0)	90 (0)	99 (0)	540 (0)
Attendance below 90 percent	28 (40)	25 (26)	21 (24)	23 (25)	15 (31)	13 (25)	125 (171)
One or more suspensions	3 (4)	11 (2)	3 (4)	5 (14)	7 (10)	7 (7)	36 (41)
Course failure in ELA or Math	5 (8)	8 (0)	8 (0)	17 (39)	18 (3)	15 (3)	71 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (46)	44 (70)	67 (39)	151 (155)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	60%	-26%	58%	-24%
	2018	41%	57%	-16%	57%	-16%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	36%	59%	-23%	58%	-22%
	2018	22%	55%	-33%	56%	-34%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		14%				
Cohort Comparison		-5%				
05	2019	28%	55%	-27%	56%	-28%
	2018	29%	56%	-27%	55%	-26%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	59%	-22%	62%	-25%
	2018	39%	59%	-20%	62%	-23%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	37%	62%	-25%	64%	-27%
	2018	17%	59%	-42%	62%	-45%
Same Grade Comparison		20%				
Cohort Comparison		-2%				
05	2019	17%	57%	-40%	60%	-43%
	2018	28%	58%	-30%	61%	-33%
Same Grade Comparison		-11%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	53%	-30%	53%	-30%
	2018	31%	56%	-25%	55%	-24%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	45	60	18	52	67					
ELL	58			42							
HSP	36	48		33	46		14				
MUL	40			20							
WHT	28	45	66	29	37	47	24				
FRL	26	45	62	26	34	49	20				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	30		15	20	20					
ELL	40			27							
HSP	26	26		26	16						
MUL	40			55							
WHT	33	35	56	30	32	25	35				
FRL	29	32	50	27	28	26	28				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	57	60	9	24	13					
ELL				15							
HSP	29	50		31	36		24				
MUL	18			9							
WHT	41	61	70	33	46	47	32				
FRL	35	59	65	30	41	39	31				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science proficiency was the area with the lowest performance. This does not appear to be a trend as it was not the lowest the previous year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science proficiency showed the greatest decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math proficiency showed the greatest gap when compared to the state with a gap of 34%.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA learning gains for the lowest 25% showed the most improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The greatest areas of concern from the EWS data are attendance and proficiency on statewide assessments in grades 3-5.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science Proficiency
2. Math Proficiency
3. ELA Proficiency
4. Behavior/Classroom Management
5. Family Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High Impact Instruction
Rationale	Based on the FSA proficiency data, we need to ensure a guaranteed, viable and focused curriculum for all students in ELA, Math and Science. SWD scored well below the school average in each area assessed by the state.
State the measurable outcome the school plans to achieve	We will reach 50% proficiency on Quarterly Assessments in each content area during each testing window. FSA proficiency in ELA, Math and Science will increase by at least 8% in each area, including the SWD subgroup.
Person responsible for monitoring outcome	Adrian Anthony (aanthony@pasco.k12.fl.us)
Evidence-based Strategy	<p>Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth Rigorous Curriculum Design, 2010)</p> <p>A guaranteed and viable curriculum based on a clear list of essential outcomes is the number one opportunity to raise the level of student achievement. (Marzano, What Works in Schools, 2003)</p>
Rationale for Evidence-based Strategy	Research indicates that ensuring a focused and specific curriculum for all students is one of the most effective means of increasing student achievement. A specific monitoring plan will be established to ensure fidelity in implementation and learning acquisition.
Action Step	
Description	<ol style="list-style-type: none"> 1. Academic coaches will work with PLCs to identify focus standards for each content area, analyze data, design instruction and provide intervention (Tier 1 & 2) 2. IPG walkthroughs (T1) 3. Create a science STEM lab that incorporates technology and engineering. (T1/T2) 4. Hire a science interventionist to create cross-curricular scientific labs to enhance higher-order thinking. (T1/T2) 5. The master schedule includes dedicated time for PLCs (Tier 1) and intervention (Tier 2 & 3) 6. An academic interventionist will identify at-risk students in grades 3-5 for intensive intervention (T2/T3) 7. Purchase an additional ESE support facilitator to increase support for SWD across grades K-5. 8. TNTP will support staff in analyzing data, designing rigorous lessons and executing quality instruction, and guide leaders/coaches in monitoring the effectiveness of the implemented work. 9. Excelular will guide the leadership team and staff in data analysis, as well as creation, implementation, and monitoring of turnaround plan. (T1) 10. Excelular will guide staff in providing extended learning opportunities such as math intervention, Saturday School and Extended School Day. (T2/T3) 11. Weekly instructional meetings will be conducted to progress monitor the current status of all stakeholders, interventions and school-wide priorities under a J.I.T. framework. 12. Professional development will be provided to staff monthly.

13. Staff will attend conferences to support our school-wide focus areas (ie ASL, AVID, PBIS, Solution Tree, Science, ELA, Math).

**Person
Responsible**

Adrian Anthony (aanthony@pasco.k12.fl.us)

#2	
Title	Collaborative Culture
Rationale	We will work collaboratively to implement PBIS, SEL and Trauma Informed Care in order to create a safe, healthy learning environment for our students and staff. Based on EWS data, 23% of our students attend school less than 90% of the time. During the 2018-19 school year, 177 office discipline referrals were processed, 47% of which occurred in the classroom setting.
State the measurable outcome the school plans to achieve	We will decrease the percentage of students missing 18 or more days of school by 10%. We will decrease the number of office discipline referrals by 10% school-wide.
Person responsible for monitoring outcome	Adrian Anthony (aanthony@pasco.k12.fl.us)
Evidence-based Strategy	Research shows positive trends in the academic and behavioral growth of students in schools within districts with systematic SEL approaches. (Kendziora & Yoder, 2016) . The Centers for Disease Control determined that trauma is the single largest crisis facing our nation. Classroom management
Rationale for Evidence-based Strategy	By investing in the social emotional health of our students and staff and creating a school-wide system for positive behavior supports aligned with structured classroom management, we will create an environment that fosters positive relationships and structures that support academic achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. TIC/SEL staff training implemented monthly using the district protocol. (Tier 1/Tier 2) 2. Purchase ASL curriculum, use signs to support common language across campus and in the community. (Tier 1) 3. Continue Cougar Cafe weekly with a deliberate focus on increasing parent engagement in their child's education through book study (ie 7 Habits of Highly Effective Families, STEM activities (ie MOSI), American Sign Language and PBIS/CHAMPS behavior support. 4. Parent involvement coordinator will communicate with stakeholders about the school and upcoming events to increase parent participation. 5. Leadership Team will work to increase communication and collaboration among staff and support the usage of best instructional practices. 6. MTSS Coach will create a framework for collecting and analyzing data in order to develop a multi-tiered approach for student learning and behavior needs. Additionally, supporting teachers and staff with professional development as determined during data collection and analysis. (T1/T2/T3) 7. Weekly operational meetings will be conducted to progress monitor the current status of all stakeholders, interventions, and school-wide priorities under a J.I.T. framework.
Person Responsible	Adrian Anthony (aanthony@pasco.k12.fl.us)

#3

Title Supporting safe and productive scholars (citizens) through high expectations

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

1. CHAMPS curriculum and materials will be used to support classroom management and increase consistency (T1/T2)
2. Behavior specialist will support school-wide PBIS including updating signage throughout the campus. BS will also provide professional development for staff as needed. (T1/T2/T3)
2. Discipline IA will assist with classroom management by supporting professional development and use of the ATOS framework. (T2/T3)
3. PBIS Rewards App will be used school-wide to increase consistency across campus and promote communication between school and home. (T1/T2)
4. Behavior specialist and discipline IA will support restorative practices. (T2/T3)

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

AVID

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Cougar Café will be held weekly to increase parent engagement and support our low-income families by providing meals. Cougar Café will include the following curriculum schedule with a weekly rotation including a parent book study (ie 7 Habits of Highly Effective Families), STEM outreach activities

presented by Museum of Science and Industry, American Sign Language activities, and Positive Behavior Supports and CHAMPS classroom management. Hudson Elementary School's community partner committee will collaborate with local businesses to support students, staff and families throughout the year.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The teacher for our Pre-K class plans with our kindergarten PLC.

We offer a kinder camp for incoming kindergarten students in order for them to become familiar with the school and school routines. Parents are invited in for a portion of this camp in order to provide them with information regarding kindergarten expectations.

Kindergarten students are assessed prior to, or upon entering, in order to determine individual and group needs and to assist in the development of effective, core and supplemental instruction.

Screening tools include FLKRS and IRLA.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school-based leadership team meets twice a month for the purpose of monitoring our MTSS and progress toward our SIP goals. The team will review grade level data from common benchmark assessments to measure progress. In addition, the team will conduct instructional walkthroughs and collect data on the implementation of SIP strategies across the school. These data points will guide professional development and coaching supports for teachers, and intervention support for students. Quarterly data collections will happen as each classroom is visited and observed on the IPG walkthrough tool, Good to Great form.

Title 1 funding is used to support our SIP initiatives. This year funds were used to purchase 2 Early Intervention Teachers (K and First Grade), and 1 Guidance Counselor and 1 full time parent involvement coordinator.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Three college campus visits will occur.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school will work collaboratively with local high schools to showcase opportunities for the scholars at HES. The school will also be an American Sign Language Academy which will open additional opportunities for scholars.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: High Impact Instruction				\$235,712.45
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	120-Classroom Teachers	0301 - Hudson Elementary School	UniSIG	1.0	\$43,260.00
<i>Notes: ESE VE Support Facilitator</i>						
	5200	210-Retirement	0301 - Hudson Elementary School	UniSIG	1.0	\$3,747.00
<i>Notes: ESE VE Support Facilitator</i>						
	5200	220-Social Security	0301 - Hudson Elementary School	UniSIG	1.0	\$3,321.00
<i>Notes: ESE VE Support Facilitator</i>						
	5200	230-Group Insurance	0301 - Hudson Elementary School	UniSIG	1.0	\$6,950.00
<i>Notes: ESE VE Support Facilitator</i>						
	5200	240-Workers Compensation	0301 - Hudson Elementary School	UniSIG	1.0	\$506.00
<i>Notes: ESE VE Support Facilitator</i>						
	5200	250-Unemployment Compensation	0301 - Hudson Elementary School	UniSIG	1.0	\$44.00
<i>Notes: ESE VE Support Facilitator</i>						
	5200	750-Other Personal Services	0301 - Hudson Elementary School	UniSIG		\$700.00
<i>Notes: Substitutes for ESE VE Support Facilitator</i>						
	5100	510-Supplies	0301 - Hudson Elementary School	UniSIG		\$3,349.45
<i>Notes: Supplies for students - Paper, notebooks, pencils, binders, folders, note cards, sticky notes,</i>						
	6500	130-Other Certified Instructional Personnel	0301 - Hudson Elementary School	UniSIG	1.0	\$60,770.00
<i>Notes: Learning Design Coach with Multi Tiered System of Support Focus</i>						
	6500	210-Retirement	0301 - Hudson Elementary School	UniSIG	1.0	\$5,263.00
<i>Notes: Learning Design Coach with Multi Tiered System of Support Focus</i>						
	6500	220-Social Security	0301 - Hudson Elementary School	UniSIG	1.0	\$4,649.00
<i>Notes: Learning Design Coach with Multi Tiered System of Support Focus</i>						
	6500	230-Group Insurance	0301 - Hudson Elementary School	UniSIG	1.0	\$6,950.00
<i>Notes: Learning Design Coach with Multi Tiered System of Support Focus</i>						

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	6500	240-Workers Compensation	0301 - Hudson Elementary School	UniSIG	1.0	\$699.00
			<i>Notes: Learning Design Coach with Multi Tiered System of Support Focus</i>			
	6500	250-Unemployment Compensation	0301 - Hudson Elementary School	UniSIG	1.0	\$61.00
			<i>Notes: Learning Design Coach with Multi Tiered System of Support Focus</i>			
	6400	310-Professional and Technical Services	0301 - Hudson Elementary School	UniSIG		\$66,000.00
			<i>Notes: Professional Technical Contract with the New Teacher Project (TNTP) to provide leadership and instructional Professional Development throughout the school year</i>			
	5100	120-Classroom Teachers	0301 - Hudson Elementary School	UniSIG	0.1	\$4,543.00
			<i>Notes: Extended Learning Time for Students. Saturday school, after school programs, summer programs</i>			
	5100	210-Retirement	0301 - Hudson Elementary School	UniSIG	0.1	\$394.00
			<i>Notes: Extended Learning Time for Students. Saturday school, after school programs, summer programs</i>			
	5100	220-Social Security	0301 - Hudson Elementary School	UniSIG	0.1	\$348.00
			<i>Notes: Extended Learning Time for Students. Saturday school, after school programs, summer programs</i>			
	5100	240-Workers Compensation	0301 - Hudson Elementary School	UniSIG	0.1	\$53.00
			<i>Notes: Extended Learning Time for Students. Saturday school, after school programs, summer programs</i>			
	5100	250-Unemployment Compensation	0301 - Hudson Elementary School	UniSIG	0.1	\$5.00
			<i>Notes: Extended Learning Time for Students. Saturday school, after school programs, summer programs</i>			
	7800	390-Other Purchased Services	0301 - Hudson Elementary School	UniSIG		\$2,100.00
			<i>Notes: Transportation for Extended Learning Time for Students. Saturday school, after school programs, summer programs</i>			
	6400	120-Classroom Teachers	0301 - Hudson Elementary School	UniSIG	0.1	\$12,978.00
			<i>Notes: Salaries for after school Professional Development - 10 hours</i>			
	6400	130-Other Certified Instructional Personnel	0301 - Hudson Elementary School	UniSIG	0.06	\$2,631.00
			<i>Notes: Salaries for after school Professional Development - 10 hours</i>			
	6400	220-Social Security	0301 - Hudson Elementary School	UniSIG		\$1,195.00
			<i>Notes: Salaries for after school Professional Development - 10 hours</i>			
	6400	240-Workers Compensation	0301 - Hudson Elementary School	UniSIG		\$180.00
			<i>Notes: Salaries for after school Professional Development - 10 hours</i>			

	6400	250-Unemployment Compensation	0301 - Hudson Elementary School	UniSIG		\$16.00
			<i>Notes: Salaries for after school Professional Development - 10 hours</i>			
	5100	330-Travel	0301 - Hudson Elementary School	UniSIG		\$5,000.00
			<i>Notes: Student Admission for Field Trips</i>			
2	III.A.	Areas of Focus: Collaborative Culture				\$5,456.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0301 - Hudson Elementary School	UniSIG		\$5,456.00
			<i>Notes: Supplies for Parent Events. Weekly Cougar Cafe Event. Food for parents and supplies for make and take activities; paper, art supplies, scissors, tape, file folders</i>			
3	III.A.	Areas of Focus: Supporting safe and productive scholars (citizens) through high expectations				\$27,537.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0301 - Hudson Elementary School	UniSIG	1.0	\$17,510.00
			<i>Notes: Discipline IA</i>			
	5100	210-Retirement	0301 - Hudson Elementary School	UniSIG		\$1,517.00
			<i>Notes: Discipline IA</i>			
	5100	220-Social Security	0301 - Hudson Elementary School	UniSIG		\$1,340.00
			<i>Notes: Discipline IA</i>			
	5100	230-Group Insurance	0301 - Hudson Elementary School	UniSIG		\$6,950.00
			<i>Notes: Discipline IA</i>			
	5100	240-Workers Compensation	0301 - Hudson Elementary School	UniSIG		\$202.00
			<i>Notes: Discipline IA</i>			
	5100	250-Unemployment Compensation	0301 - Hudson Elementary School	UniSIG		\$18.00
			<i>Notes: Discipline IA</i>			
					Total:	\$281,444.63