Hudson Primary Academy 2025–2026

School Improvement/Success Plan Summary

ELA

By May of 2026, 54% of students in all grade levels will demonstrate proficiency in ELA (Currently 38% in 3rd grade and 43% overall) through intentional standards-based planning, increasing student opportunities for independent practice of standards-aligned tasks in grade level texts, and progress monitoring student tier performance to inform interventions.

* Strategies: Core resource use, engagement strategies, standards-based planning, intentionality, differentiation, evidence-based questioning, progress monitoring
* Support: ELA and Cambridge Coach, PLCs, SIT Structures, professional development, tier schedule and structures

Math

By May of 2026, 54% of students in all grade levels will demonstrate proficiency in math (currently 54% overall in 3rd and 3rd-5th ACP) through intentional standards-based planning, increasing student opportunities for independent practice of standards aligned tasks, utilizing mathematical discourse and inquiry approaches, and progress monitoring student tier performance to inform interventions.

* Strategies: Core resource implementation, standards-based planning, engagement strategies including mathematical discourse and accountable talk, intentionality, differentiation, progress monitoring
* Support: Math and Cambridge Coach, PLCs, SIT Structures, professional development, tier schedule and structures

ESSA Subgroup

By May of 2026, 54% of our Hispanic subgroup will demonstrate proficiency (currently 35%) through differentiated strategic support and progress monitoring.

* Strategies: Differentiated instruction, support via ESE/ELL push-in, data wall monitoring, and Professional Learning Communities
* Support: ESOL Instructional Assistant, Support Facilitators, subgroup progress tracked via data disaggregation

Behavior

By May of 2026, HPA will reduce referrals by 35% (from 591 to 385) through increasing PBIS recognition and incentives, professional development, and improving tier instruction regarding behavior expectations.

* Strategies: PBIS, Second Step, Resiliency Standards, Restorative Practices, Conscious Discipline, Professional Development
* Support: Intervention Teacher, Title I-funded staff, behavior incentives and recognition, and monthly collaboration and action planning through Discipline/PBIS Committee, SIT Team structures, Tier 1 and Tier 3 behavior monitoring and action planning

Attendance

By May of 2026, HPA will reduce the percentage of students with 10 or more absences by 27% (from 47% to 20%) through student engagement, parent collaboration, and attendance progress monitoring.

* Strategies: Increased monitoring and action planning, classroom student engagement, reducing barriers and increasing collaboration through parent communication, small group and individual student meetings, and check in and check out systems of support
* Support: Title I funded staff, Student Services Team, monthly collaboration and action planning through SIT structures, Students in Transition Teacher

Title I and Resource Allocation

* Instructional Coaches (ELA, STEM, Cambridge): PLCs, coaching cycles, and professional development
* Behavior Support Staff: Address Tier II/III needs, professional development
* ESOL Assistant: Support subgroup achievement.

Monitoring & Accountability

* Tools: Tier Data, Module data, CBM, FAST progress monitoring, walkthroughs, IPG tool, lesson plans, data board