

Longview Independent School District

Hudson Pep Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 8, 2018

Mission Statement

The mission of Hudson PEP Elementary is to ensure that every child has the opportunity to develop academically and socially to become life-long learners and productive citizens. We as educators will help students learn the academic skills for their educational success, develop life skills for social development, and the communication skills to learn and work in a collaborative environment.

Vision

The vision of Hudson PEP Elementary is that all students will show academic development by reading on or above grade level and proficient in the fundamentals of mathematics. Additionally all students in grades three through five will pass the STAAR test, perform in the top 25% of their target group, close the gap so all students are performing at an advanced level, and perform at the STAAR Masters for each grade level.

Hudson PEP cares deeply for every child and our vision is for all students to use the life skills learned in grades one through five to become adults who will participate in society through thinking, research, work and collaboration to solve the issues of the next generation. Our students will become contributing members of society and citizens working to improve our community, nation, and world.

Value Statement

We believe all children can and will learn to the expectations set for them. High expectations are communicated for self discipline, academic accountability, safety and development of life skills for all students. Teachers and staff are also held to a high standard and model expectations both in and out of the classroom.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Maggie B. Hudson Elementary was established in 1970 from a secondary to a K-5 campus and in 1976 it became Hudson PEP Elementary, the first magnet school in Longview ISD and serves students in grades first-fifth. Hudson PEP is an accelerated campus and educates students from throughout the district and area who have qualified for entrance into the school through testing in math, reading and a Cognitive Skills Index test. The purpose of this improvement plan is to focus on the 2018-19 school year by using demographic information from May 2018. The current student enrollment at Hudson PEP Elementary is 635, which slightly increased from the 2017-18 school year at 602. Data from May 2018 indicated that the White student group was the largest population with 298 students/49.50%. The African American student group was the second largest with 127 students/21.10%, followed by the Hispanic student group of 119 students/19.77% and the Asian/Other student group had 53 students. Out of the 602 students enrolled in 2017, 27.24% were listed in the Gifted and Talented program, 8.3% were listed as At Risk, 28.74% were Economically Disadvantaged, 4.98% were classified as ESL and 1% received Speech services. Attendance rates are usually high; however, as viruses 'hit' the school, the attendance rate fluctuates. The average daily attendance rate was 97.7% in 2017.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Master's Level scores need to improve to 85% in each area **Root Cause:** Teachers and support staff will teach at the conceptual level using more depth and rigorous lessons and student products.

Problem Statement 2: Writing Scores need to improve using an Expository Text by 15% toward the Masters Level. **Root Cause:** We will begin keeping writing portfolios in all grades to track the writing improvement from grade to grade for each child. Intervention as necessary.

Problem Statement 3: Economically Disadvantaged Students score at the Master's level from 10 to 20% lower than All Students **Root Cause:** Teachers will begin intervention strategies in 2nd six weeks to the end of the year to close any gaps in learning.

Student Academic Achievement

Student Academic Achievement Summary

STAAR 2017-18

3rd Grade Reading			3rd Grade Math			4th Grade Writing					
Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters			
All Students	100%	90%	79%	All Students	100%	91%	66%	All Students	99%	86%	38%
Economically Disadvantaged	100%	82%	65%	Economically Disadvantaged	100%	79%	50%	Economically Disadvantaged	100%	84%	28%

4th Grade Reading			4th Grade Math			5th Grade Science					
Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters			
All Students	98%	93%	67%	All Students	100%	96%	73%	All Students	100%	91%	56%
Economically Disadvantaged	94%	91%	59%	Economically Disadvantaged	100%	91%	59%	Economically Disadvantaged	100%	89%	36%

5th Grade Reading			5th Grade Math				
Approaches	Meets	Masters	Approaches	Meets	Masters		
All Students	100%	92%	65%	All Students	100%	97%	80%
Economically Disadvantaged	100%	91%	50%	Economically Disadvantaged	100%	97%	75%

Student Academic Achievement Strengths

Students meeting state standards for all students in Reading and Math is between 79 and 100%.

Students mastering the STAAR test in Reading and Math is between 65 and 80%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing Scores need to improve using an Expository Text by 15% at the Masters Level. **Root Cause:** Portfolios for writing for grades 1-5 to track student needs and success has been absent but will be implemented.

Problem Statement 2: Economically Disadvantaged students will improve meets and masters by 15%. **Root Cause:** Will implement a rigorous accelerated

program to close the gaps.

Problem Statement 3: Master's Level scores need to improve to 85% in each area. **Root Cause:** Teachers and support staff will teach at the conceptual level using more depth and rigorous lessons and student products.

School Processes & Programs

School Processes & Programs Summary

Hudson PEP Elementary is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting and delivering instruction. Teachers meet in PLCs weekly with the grade level chair, instructional specialist (when available) and the principal to plan and prepare effective lessons. During the meetings, multiple sources of data are analyzed and utilized to ensure that lessons are being created based on students' academic performance, the pacing guides and TEKS. The curriculum and assessments are guided by the district's scope and sequence which is aligned to the state standards. In addition, teachers utilize the TEKS guides, checkpoint and benchmark blueprints, STAAR blueprints, Lead4ward resources, SIOP strategies and the curriculum overview. To ensure that the needs of all students are met, the teachers are required to have their GT certification, and ESL endorsement is encouraged. Each year 100% of the teachers have obtained their GT certification.

Along with analyzing data and making sound instructional decisions, teachers receive consistent feedback through walk-throughs and formal observations. This feedback is stored in DMAC where they have access at home or at school 24/7. Feedback is provided to teachers in a timely manner and a face to face meeting is held before and after each formal appraisal.

In order to attract and retain highly qualified staff, an extensive array of professional development trainings are provided within the district and on the campus. Teachers are able to design individualized professional development plans tailored to their needs and the needs of their students. Members of the leadership staff attend job fairs to recruit HQ teachers. To compliment these recruiting efforts, LISD offers a highly competitive salary to attract and retain teachers with incentives for performance on STAAR. All teachers support and assist one another in ensuring that the needs of the students are top priority.

Teachers are using a 90-minute block to teach math, reading and science/social studies. The teacher utilizes this time to teach to the level of rigor and complexity needed and small groups are used with identified students. The principal meets with the grade level PLCs to ensure lessons are on track and quality.

To help develop and coach teachers, all teachers who are new to the campus receive a mentor. The purpose of the mentoring program is to ensure the success of the teachers and students. When teachers feel supported, retention levels increase. All teachers, especially novice teachers have reported feeling supported and coached well at Hudson PEP.

School Processes & Programs Strengths

1. Data-driven decision making
2. Utilization of web-based programs to strengthen instruction: iStation, Study Island, Exact Path
3. Teacher mentor program

4. Weekly PLC meetings to analyze data, plan instruction, practice instructional delivery and discuss processes
5. Consistent feedback through walkthroughs (coaches & principal) and formal observations
6. GT Certifications
7. Star Assemblies each Friday

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention of teachers. Teachers experience challenges when there are new expectations and new initiatives are required to complete.

Root Cause: To ensure that teachers feel successful in delivering instruction, responding to new expectations/initiatives and to the needs of their students. The teachers were given the district and campus expectations in the summer of 2018. Teachers will learn and execute all initiatives.

Perceptions

Perceptions Summary

Hudson PEP Elementary mirrors the goals of LISD, which are: reach every student, excellence in the school, high performance from every employee, opportunity and choice for every family to test their child for entry, and engage stakeholders in the community. In an effort to support the district's beliefs, the Hudson community strives for students to excel academically and act responsibly displaying good citizenship/life skills in a positive environment. The campus' theme for this year is "Camp PEP: Where Learning is an Adventure." The campus uses the district-wide discipline policy which encourages positive interactions, classroom social contracts and decisions with integrity by students. By utilizing the district discipline policy in conjunction to our weekly life-skills, expectations are clearly communicated to students and staff members. The campus has an overall safe and welcoming environment that fosters mutual respect among students, staff and parents. As a result, students are treated with dignity and respect, taught life skills and behaviors needed for success, and motivated and encouraged through positive interactions. Research shows that building relationships with students reduces power struggles and behavior issues. We strive to build positive, meaningful relationships that promote healthy decision making and where misbehavior provides a teaching opportunity.

During the week of staff development, seven of our teachers attended the Flippen Group, Capturing Kids Hearts and debriefed many of the concepts to the rest of the faculty. We have implemented the time out signal, stop, keep going and many other actionable strategies that teaches concrete, specific techniques that will increase student engagement and close the academic achievement gap through positive discipline.

In reviewing the discipline record for the last three years, office referrals remain low, resulting in students remaining in the classroom instead of being sent out for discipline. As a result of discipline being controlled, it helps the campus to focus primarily on student achievement. The campus does not have suspensions or any referrals to DAEP, and the anti-bullying program is in place to assist students with preventive measures. Professional development, the district-wide discipline program and the character education we have weekly for positive life skills continue to be successful and will be evaluated each year.

As part of the school health and wellness of our students, staff and community, the campus has participated in numerous activities that support healthy living and nutritional well being. The PE teacher is constantly looking for and finding new programs and activities to improve health and fitness.

Hudson PEP Elementary has created a welcoming and safe school environment for students, staff and parents. It is our goal to continue to include parents and the community in the decision making of the students we serve. Parents volunteer through Junior Achievement, Watch Dog Dads, PTO, and classroom and campus volunteers. The PTO provides grade-level grants to the teachers to make sure they are getting the additional resources needed to make the campus a success.

Perceptions Strengths

The parents and stakeholders give feedback throughout the year and believe we have strong school leadership, parent involvement, excellent teachers, academic support and rate the staff and the overall quality of the school as excellent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents feel that the same individuals volunteer and are more connected to the school than others. **Root Cause:** When responsible parents/community are volunteering, they are asked or encouraged to continue. We need to reach out to parents who may not feel included and give them an opportunity to join the team.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals


Goal 1: Improve Recruitment and Retention of Quality Personnel


Performance Objective 1: Hudson PEP in collaboration with the LISD district will provide professional development to equip teachers with strategies for delivering effective instruction to our 1st-5th grade students enabling them to score 90% or above on STAAR, TPRI, and TELPAS.

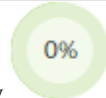
Evaluation Data Source(s) 1: State Assessment Data, Attendance, TPRI, common benchmark assessments


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) All professional and non-professional employees will know the expectations for the campus through staff development before school, during PLUS days using Schools by Design, walkthroughs and formal assessments.</p>	2.5, 2.6	Principal, District Support	Focused collaborative work toward campus goals.				
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) Using Schools by Design, the professional staff will attend targeted staff development to improve teaching and learning in mathematics, reading, writing, and science. Staff development will be designed by the district so all grade level teachers in the district can work together to close gaps in the curriculum and/or understanding specific TEKS.</p>	2.4, 2.5, 2.6	District Support, Curriculum Specialists, Principal	By addressing the trends in staff needs, students will show an increase in overall performance.				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Principal will attend Job Fairs to find higher qualified teaching professionals

Evaluation Data Source(s) 2: High number of quality applicants, T-TESS evaluations, and Walkthrough data

Summative Evaluation 2:

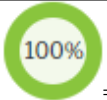



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) The principal will attend the LISD job fair to interview highly qualified applicants to find excellent and master teachers to instruct the children at Hudson PEP. In addition, the principal will search for other job fairs to increase awareness of teachers that want to grow in the profession and teach in LISD.</p>	2.4, 2.5, 2.6	Principal and District Staff	Hire highly qualified teachers to teach all students so they can all be successful learners.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>2) Network with other principals and administrators in the district, surrounding districts as well as Universities to find the most qualified teachers to employ for our students.</p>	2.4, 2.5, 2.6	Principal, Human Resources, TEPSA (Texas Elementary Principal & Supervisor Association) Meetings, Region VII	Recruit and find highly qualified educators.				
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Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Hudson PEP Elementary will answer all written, verbal and personal contacts within 24 hours to parents and stakeholders, with the exception of Friday afternoons when those will be answered on the following business day.

Evaluation Data Source(s) 1: Telephone Logs, Emails, Student Planners, Let's Talk and Scheduled or Walk-In Conferences.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Grade-level teachers use student planners to communicate with the teachers on a daily basis or as needed for academic and behavior feedback. In addition all teachers use email to communicate with parents. All teachers will be introduced and encouraged to use electronic reminders, such as Remind 101, and to have students use See Saw to share daily work with parents/guardians.</p>	2.5, 2.6, 3.1	Principal, Teachers, Counselor	Well informed parents/guardians make positive relationships with the teacher and campus as we work together to improve student learning.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Principal will develop lists for campus, buses, grade levels, and special groups to disseminate quick communication to parents/guardians for important information. Also, the marque will be kept up-to-date with important information for all stakeholders.</p>	3.1	Principal, Clerk	Increase in call/correspondence support positive parent interactions and involvement.				
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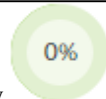

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 1: Teachers and instructional leaders will evaluate student progress at least each 3 weeks to ensure proper academic planning, alignment, adjustment and preparation for all students through the 2018-19 school year.

Evaluation Data Source(s) 1: STAAR, TPRI, TELPAS, Common Assessments, Benchmark Assessments and Unit Tests

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Identify struggling learners and devise individual plans to meet their needs. Students will be provided 90-120 minute math, ELA and science academic blocks. Small groups will be utilized to meet their specific learning needs.</p>	2.4, 2.6	Teachers, Instructional Aides, Principal	Students receiving intervention support will see an increase in results on daily work, weekly/unit assessments, benchmarks, common assessments and STAAR				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) To support our focus as a campus and district with the Project Based Learning (PBL), we will implement research-based strategies to incorporate student products in all appropriate units. PBL= Student Success</p>	2.4, 2.5	District Specialist, Teachers and Principal	Students will learn at the conceptual level using rigor and complexity to increase student growth.				





<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) The Gifted and Talented students will be served on the campus. All teachers at Hudson PEP will be GT certified. Destination Imagination will be investigated. Strategies to meet their needs will include but not be limited to: Differentiated Instruction Projects that require more complex thinking with rubrics that require more rigor. International peer learning SAT Vocabulary and Latin Roots. Robotics Duke Testing Targeted Field Trips</p>	2.4, 2.5	District Staff, Principal	The students in the ACE/GT program will have a more rigorous academic path and spend less time traveling to and from another campus once a week to received gifted and talented services.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) Because we are committed to academic student growth and closing the achievement gaps, the campus will target students in specific areas through accelerated academic instruction beginning in the second six weeks of school. This may include more differentiated instruction, tutorials, conferences and data talks</p>	2.4, 2.5	Teachers, Counselor, Principal	All students will perform at the expected level on daily, informal, formal, and comprehensive assessments.				
<p>Funding Sources: 199-PIC 21 State Gifted & Talented (G/T) - 16000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: As technology becomes a better tool to meet the needs of the students, we need at least three classroom sets per grade level of Chrome books for classroom learning, research, projects and as an evaluation tool. Three would give us the ability to rotate classes and add at least one classroom set each year.

Evaluation Data Source(s) 2: Unit tests, Project-Based learning, Common Assessments, Rigby, PMI, STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Chrome books will provide to the students so that each child will be provided with the opportunity to use technology for learning material outside the classroom, research, international resources and quick assessments for teachers to analyze student proficiency of the lesson taught. Now we only have enough technology for 22 computers per grade level in grades 1-3 and that is doubled for grades 4-5. We need a 1 to 1 ratio of available computers outside the existing labs.</p>	2.4, 2.5, 2.6	Principal, Teachers	A variety of experiences outside the classroom. Efficient way to quickly check student learning with assessment APs. Learning will be more engaging and therefore students are motivated.				
Funding Sources: 199 General Fund - 10000.00							
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Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: In order for students to be successful learners they must be at school, healthy, fit and be able to perform physically. We want all students at school every day ready to learn.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) The nurse will ensure all students have immunizations and check for any hearing or vision problems. She will provide an area for students to receive health care until parents can be notified, if necessary.</p>	2.4, 2.5	Nurse	High attendance and healthy students				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) The PE department will ensure all students are working toward a healthy body through the Fitness Gram. The PE teacher constantly looks for ways to increase body strength and endurance of the students to help them be healthy. Safety and security is always on the forefront so he looks for games and activities that provide the most physical impact for all students.</p>	2.4, 2.5	PE teacher/coach, Principal	Students will be involved in physical activities that are fun, motivating and help them toward passing the Fitness Gram and a more healthy living.				





100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science. Our goal is for all students to meet expectations at 90% or above in all tested areas and 90% at the Masters level in all tested subjects.

Performance Objective 1: Hudson PEP Elementary will meet and/or exceed standards set by the District and State for all students.

Evaluation Data Source(s) 1: Teachers and Principal will closely monitor Quintiles on each 3-week common assessment to ensure all students are meeting or mastering each Performance Standard and TEKS for subject and grade level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Target all students who score below 90% on assessments given. Increase academic achievement by looking at data and providing targeted instruction in literacy, reading, math and science.</p>	2.4, 2.5, 2.6	Principal, District Personnel, Assistant Superintendent for Curriculum and Accountability	More students will achieve Master's performance on STAAR and students in grades 1-2 on TPRI.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Unpack TEKS to ensure lessons are taught using all components of the Student Performance Objective and TEKS. Teachers will work during their PLC to ensure quality lessons using research based strategies.</p>	2.4, 2.5, 2.6	District Specialists, Principal, Teachers	RPM student work posted each month and monitored by campus and district level specialists and administrators.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	The principal will attend the LISD job fair to interview highly qualified applicants to find excellent and master teachers to instruct the children at Hudson PEP. In addition, the principal will search for other job fairs to increase awareness of teachers that want to grow in the profession and teach in LISD.
1	2	2	Network with other principals and administrators in the district, surrounding districts as well as Universities to find the most qualified teachers to employ for our students.
3	1	2	To support our focus as a campus and district with the Project Based Learning (PBL), we will implement research-based strategies to incorporate student products in all appropriate units. PBL= Student Success
3	1	4	Because we are committed to academic student growth and closing the achievement gaps, the campus will target students in specific areas through accelerated academic instruction beginning in the second six weeks of school. This may include more differentiated instruction, tutorials, conferences and data talks
3	2	1	Chrome books will provide to the students so that each child will be provided with the opportunity to use technology for learning material outside the classroom, research, international resources and quick assessments for teachers to analyze student proficiency of the lesson taught. Now we only have enough technology for 22 computers per grade level in grades 1-3 and that is doubled for grades 4-5. We need a 1 to 1 ratio of available computers outside the existing labs.
3	3	1	The nurse will ensure all students have immunizations and check for any hearing or vision problems. She will provide an area for students to receive health care until parents can be notified, if necessary.
3	3	2	The PE department will ensure all students are working toward a healthy body through the Fitness Gram. The PE teacher constantly looks for ways to increase body strength and endurance of the students to help them be healthy. Safety and security is always on the forefront so he looks for games and activities that provide the most physical impact for all students.

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Sue Wilson	Principal
Classroom Teacher	Kasie Koonce	First Grade Teacher
Non-classroom Professional	Janet Adams	Counselor 1-5
Classroom Teacher	Anna Huntsinger	Second Grade Teacher
Classroom Teacher	Haley Sanford	Third Grade Teacher
Classroom Teacher	Alison Campbell	4th Grade Teacher
Classroom Teacher	Deanna Kalmus	Fifth Grade Teacher
Business Representative	Mike Maxwell	Minister
Community Representative	Dianne Swank	Realtor
Parent	Crista Black	Parent/PTO President
Paraprofessional	Susan Gary	Receptionist

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Chrome Books and Carts		\$10,000.00
Sub-Total					\$10,000.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Funds for students to visit, explore and experience Field Trips outside this area to expand their world of learning.		\$16,000.00
Sub-Total					\$16,000.00
Grand Total					\$26,000.00

Addendums

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Sue Wilson <i>Sue Wilson</i>	Principal
Classroom Teacher	Kasie Koonce <i>Kasie Koonce</i>	First Grade Teacher
Non-classroom Professional	Janet Adams <i>Janet Adams</i>	Counselor 1-5
Classroom Teacher	Anna Huntsinger <i>Anna Huntsinger</i>	Second Grade Teacher
Classroom Teacher	Haley Sanford <i>Haley Sanford</i>	Third Grade Teacher
Classroom Teacher	Alison Campbell <i>Alison Campbell</i>	4th Grade Teacher
Classroom Teacher	Deanna Kalmus <i>Deanna Kalmus</i>	Fifth Grade Teacher
Business Representative	Mike Maxwell <i>Mike Maxwell</i>	Minister
Community Representative	Dianne Swank <i>Dianne Swank</i>	Realtor
Parent	Crista Black <i>Crista Black</i>	Parent/PTO President
Paraprofessional	Susan Gary <i>Susan Gary</i>	Receptionist