



## Hudson PEP Elementary 2016-2017

### Accountability Rating

Met Standard

### Distinction Designations

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25% Closing Performance Gaps

Postsecondary Readiness

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# Background

The Hudson PEP Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-17 Campus Plan of Action, the Hudson PEP Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval on September 5, 2016. The Board of Trustees provided final approval on \_\_\_\_\_.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

# Campus Composition

## Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	314	50.81%	American Indian – Alaskan Native	5	0.81%
Male	304	49.19%	Asian	23	3.72%
			Black – African American	110	17.80%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	2	0.32%
Hispanic-Latino	105	16.99%	White	348	56.31%
			Two-or-More	25	4.05%

## Student by Program

## Other Student Information

Bilingual	0	0.00%	At-Risk	51	8.25%
English as a Second Language (ESL)	19	3.07%	Economically Disadvantaged	159	25.73%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	135	21.84%	Immigrant	4	0.65%
Reduced Lunch Participation	24	3.88%	Limited English Proficient	23	3.72%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	145	23.46%	Military Connected	2	0.32%
Special Education (SPED)	10	1.62%	Foster Care	0	0.00%
Title I Participation	0	0.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	3	0.49%	Section 504 (No Section 504 File for 2016)	0	0.00%

# Hudson PEP Elementary

## Mission

*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 Level II Final proficiency.*

*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.*

### Nondiscrimination Notice

Hudson PEP Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Hudson PEP Elementary Site Base

Name	Position
Adams, Janet	Counselor
Campbell, Allison	Teacher
Dudley, Tucker	Business Partner
Huntsinger, Anna	Parent
Jerrell, Helen	Parent
Kalmus, Deanna	Teacher
Konvalin, Leslie	Teacher
Maxwell, Mike	Community Member
Storey, Kim	Teacher
Swanner, Rebecca	Teacher
Wilson, Sue	Principal

# Resources

Resource	Source
Instructional	Local
TEKS Resource System	Local
Local Funds	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.



# TEXAS EDUCATION AGENCY

## 2016 Accountability Summary

HUDSON EL (092903117) - LONGVIEW ISD

### Accountability Rating

**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

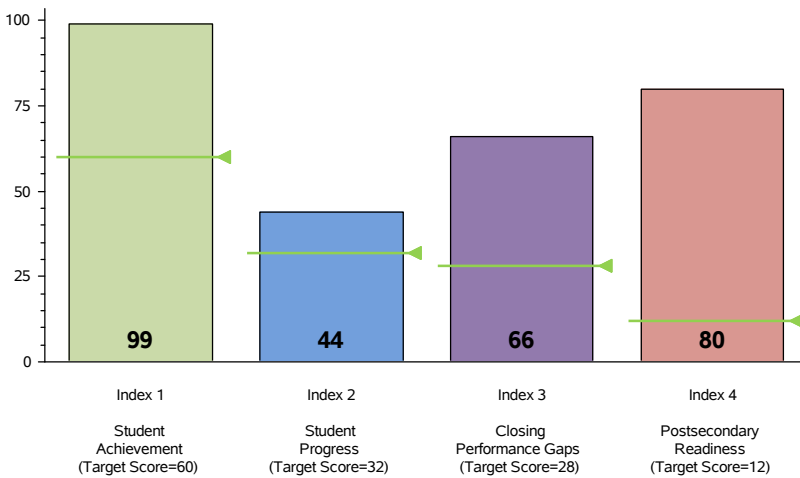
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

### Distinction Designation



Academic Achievement in ELA/Reading
<b>DISTINCTION EARNED</b>
Academic Achievement in Mathematics
<b>DISTINCTION EARNED</b>
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
<b>DISTINCTION EARNED</b>
Postsecondary Readiness
<b>DISTINCTION EARNED</b>

### Performance Index Report



### Campus Demographics

Campus Type	Elementary
Campus Size	618 Students
Grade Span	01 - 05
Percent Economically Disadvantaged	25.7
Percent English Language Learners	3.7
Mobility Rate	4.7

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	953	967	99
2 - Student Progress	355	800	44
3 - Closing Performance Gaps	1,194	1,800	66
4 - Postsecondary Readiness			
STAAR Score	79.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		80

### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	17 out of 17 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>27 out of 27 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Status Report**  
 HUDSON EL (092903117) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y				5	5	100
Mathematics	Y	Y	Y	Y					Y				5	5	100
Writing	Y			Y					Y				3	3	100
Science	Y	Y		Y					Y				4	4	100
Social Studies													0	0	
<b>Total</b>													<b>17</b>	<b>17</b>	<b>100</b>

<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y			n/a			
Mathematics	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y			n/a			

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y				5	5	100
Mathematics	Y	Y	Y	Y					Y				5	5	100
<b>Total</b>													<b>10</b>	<b>10</b>	<b>100</b>

<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	

<b>District: Met Federal Limits on Alternative Assessments</b>															
<b>Reading</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Mathematics</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															

**Overall Total** **27**    **27**    **100**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Performance and Participation Data Table**  
 HUDSON EL (092903117) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory Standard	363	66	64	201	*	15	*	13	99	*	20	n/a
Total Tests	366	68	65	201	*	15	*	13	101	*	20	10
% at Level II Satisfactory Standard	99%	97%	98%	100%	*	100%	*	100%	98%	*	100%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	363	66	65	200	*	15	*	13	100	*	20	n/a
Total Tests	366	68	65	201	*	15	*	13	101	*	20	10
% at Level II Satisfactory Standard	99%	97%	100%	100%	*	100%	*	100%	99%	*	100%	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	114	19	19	59	*	8	*	7	36	-	8	n/a
Total Tests	117	20	20	60	*	8	*	7	37	-	8	*
% at Level II Satisfactory Standard	97%	95%	95%	98%	*	100%	*	100%	97%	-	100%	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	113	24	20	63	-	*	-	*	22	-	*	n/a
Total Tests	118	25	22	65	-	*	-	*	25	-	*	-
% at Level II Satisfactory Standard	96%	96%	91%	97%	-	*	-	*	88%	-	*	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	367	68	65	202	*	15	*	13	101	*	n/a	10
Total Students	367	68	65	202	*	15	*	13	101	*	n/a	10
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	*	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	367	68	65	202	*	15	*	13	101	*	n/a	10
Total Students	367	68	65	202	*	15	*	13	101	*	n/a	10
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	*	n/a	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Enrollment numbers increase each year; however, this year we will not add an additional classroom but have more students in each section. Class sizes are 22-23/1 in grades 1-4 and since we added a section of 5th grade for scheduling, slightly less at about 20/1. Over the past four years, more minorities qualified to participate in the Hudson PEP magnet program. Twenty-one percent of the students at Hudson PEP are identified as Gifted and Talented and are served in the ACE program in grades 1-5, four students are identified with the handicapping condition of dyslexia and seven speech students are served out of about 640 students.

Most of the students who are identified as at-risk are those students who do not pass a section of the STAAR test - Reading, Writing, Math and/or Science. This past year, we had one 3rd grade student that did not pass the Math STAAR and one 4th grade student who did not pass Writing STAAR.

Since our students test to come to our campus, the mobility rate during the school year is small and students only leave when parents move from the area due to job changes and is about 1%.

We test all students in LISD so our students come from all the other Longview campuses, surrounding towns/communities and private schools.

Staff demographics:

Teachers - 4 African American, 29 White

Administration - 1 White

Support Professional - 1 White

Instructional Aides - 5 African American, 1 White

Custodians - 5 African American, 2 White

Cafeteria - 2 African American and 2 White

Our character education program builds strong student leaders.

Watch Dog Dad program provides a positive male presence on the campus about 150 days out o

# Comprehensive Needs Assessment

## Demographics Weaknesses

The weakness of the campus is getting all first graders on level by the end of the first semester. Our students come from all over the area and all elementary campuses and even though students have the capacity, they range in reading from a Rigby Level 3 to a 26 during the initial testing (1st six weeks).

The newer Math TEKS have created gaps in students mathematical skills and teachers on all grade levels are attempting to fill educational gaps so all students can be successful.

## Demographics Needs

More diversified campus students and teachers

Training in Capturing Kids' Hearts

## Demographics Summary

The enriched/accelerated academic program is meeting the needs of our students and we are extremely proud that all our students are performing at high levels of excellence. Even though our student and teachers are diversified, more minorities would create an even more real-world atmosphere.

The climate of the school is conducive to learning and all students feel safe, loved , respected and rewarded for their academic achievements.

## Student Achievement

### Student Achievement Strengths

All but twp students passed the STAAR test (one 3rd grade student in math and 4th grade Hispanic student in writing. The students were encouraged to attend summer

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

school and have been referred to the Rtl committee.

All students in grades 1-2 are on level for reading and math.

## Student Achievement Weaknesses

The core teachers and principal will look at scope and sequence for grades 1-5 math for next year to ensure we are using the pacing guides. Also, principal will monitor the Rtl process and referrals along with the counselor

## Student Achievement Needs

More math and reading coaching for the teachers.

## Student Achievement Summary

Even though most of our students are excelling, there are 2 out of about 640 who did not meet the high standards and expectations for Hudson PEP. This is not good enough. All students should be successful and we will strive for that level of achievement

# School Culture and Climate

## School Culture and Climate Strengths

Hudson PEP has a positive climate and parents, students and teachers feel they are validated as visitors and members of this campus upon entering the school.

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Our character education program, which includes a Character Education PEP Rally each Friday, encourages all students to make positive decisions about their peers, teachers, and academic work. One of our new teachers who has 16 years experience stated last week, "Hudson PEP is really unique and different. The teachers, principal and support staff are all so positive, want to be here and are eager to help students learn."

## School Culture and Climate Weaknesses

There are a few people who do not accept the invitation to come to Hudson PEP. Our goal is for all students who meet the criteria for our school feel this is the school for their child to thrive and excel.

## School Culture and Climate Needs

Training in Capturing Kids Hearts or another program to help us get even better at reaching every child emotionally, physically and academically.

## School Culture and Climate Summary

Even though we have a positive and inviting atmosphere and climate on our campus, we strive to improve.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

We have 100% highly qualified teachers and staff and all teachers have a positive attitude and a growth mindset. Was able to hire a male PE teacher and a sixth section for 5th grade so the scheduling of the students will be consistent between 3 teachers for each group of students. There will be a 90-minute block for math, reading and science/social studies.

## Staff Quality, Recruitment and Retention Weaknesses

# Comprehensive Needs Assessment

Lost seven academically strong teachers due to our not meeting the needs of their growing families, retiring or moving from the area.

## **Staff Quality, Recruitment and Retention Needs**

Need additional coaching staff for reading and math.

Need a certified librarian.

## **Staff Quality, Recruitment and Retention Summary**

Strong academic team but would like to retain quality and effective teachers. Coaches in math and reading would improve teaching and learning. A certified librarian would enhance our language arts, social studies and science curriculum.

# Curriculum, Instruction and Assessment

## **Curriculum, Instruction and Assessment Strengths**

Reading is our strongest area with most students reading above grade level in grades 2-5. Teachers work in collaborative teams - PLCs - to write lesson plans that follow the scope and sequence for the district.

## **Curriculum, Instruction and Assessment Weaknesses**

Some of our students have gaps in math due to newer math TEKS and I would like for science to be strengthened.

## **Curriculum, Instruction and Assessment Needs**

Math coach for the campus



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary

Students are excelling in all areas; however, some students have gaps in mathematics and a math coach would help guide teacher's instruction to close the gaps.

## Family and Community Involvement

### Family and Community Involvement Strengths

Hudson PEP has parent involvement in every classroom, library, PE, music and dads-grandfathers-uncles volunteer as Watch Dog Dads. There are parents on the campus every day for various reasons.

Our PTO is very active and provides financial assistance, extra-curricular activity nights and programs for the students/school and support teachers on a monthly basis.

### Family and Community Involvement Weaknesses

Parents love to come and eat with the students but we have a limited amount of space for parents, grandparents, and visitors in the cafeteria so we ask parents to limit lunch visits to only special occasions.

### Family and Community Involvement Needs

Need more parking space for parent nights, tables and chairs in an extra room to accommodate the lunch visitors.

### Family and Community Involvement Summary

We have a great problem with many, many supportive parents. So many parents are volunteering for duties, copying, Junior Achievement and other activities that many times this parental involvement has to be limited. Again, this is a great problem to have.

On nights when we have PTA meetings and students are performing, parking is at a premium and many cars are parked in ditches, empty lots, streets, etc. Meet the teacher night has to be divided up by grade level on different nights because we just do not have the facilities and parking space available for all the parent and community visitors.

# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

The high expectations at Hudson PEP require all stakeholders to work together as partners in the students' education. Teachers work with students in small groups, one on one, and/or in after school tutorials when needed.

Hudson PEP has a full roster of student participation in academic UIL and the campus has won the elementary academic UIL competition for the past 4 years. In addition, our choir, band, and orchestra won first division trophies at their contests this past year.

### School Context and Organization Weaknesses

Needed academic support in literacy and math.

### School Context and Organization Needs

Needed academic support in literacy and math.

### School Context and Organization Summary

The data reflects teachers are teaching the TEKS at a high level of rigor and we could improve with support in literacy, science and math.

## Technology

### Technology Strengths

# Comprehensive Needs Assessment

Hudson PEP has an individual computer for each teacher, two student computers in the classroom, and an interactive cart for projection with a computer in each classroom. There are two computer labs, two laptop computer carts with a classroom set in each, some iPads for classroom checkout, flip cameras, one Chromebook lab, and other limited technology available for check out at the district level.

Computer classes are scheduled for each classroom at least once a week and students use computers daily in one way or the other.

Teachers are becoming more proficient and all teachers completed Proficiency 12 this past year. Teachers use computers individually and project lessons on the screen for interactive learning or viewing on a regular basis.

## Technology Weaknesses

Not enough computers for each child for daily interactive use. Need additional Chromebooks for students to use for learning in reading, science, and social studies.

## Technology Needs

Two additional Chromebook stations. Laptop computers need to be repaired or replaced. When carts are used in the classroom, all computers need to be in good working order.

## Technology Summary

Even though we have technology on the campus, the technology needs to be updated, repaired or replaced so that all students have access to the technology required for the learning activities in the 21st century.

# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
DMAC

# Hudson PEP Elementary

## Goal 1. Improve Recruitment and Retention of Quality Personnel

- Objective 1.** Encourage universities to place student teachers in LISD classrooms.
- Objective 2.** Develop community and college relationships.
- Objective 3.** Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.
- Objective 4.** Decrease the staff turnover rate.

## Goal 2. All Schools Will Meet State Standards

- Objective 1.** Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.
- Objective 2.** Increase attendance rates at all campuses to at least 97%.
- Objective 3.** Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.
- Objective 4.** Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.
- Objective 5.** Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

## Goal 3. All Schools Will Perform at State Level in Math and Science

- Objective 1.** Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.
- Objective 2.** Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.
- Objective 3.** Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.
- Objective 4.** Increase the hiring of HQ teachers specifically for math and science.

## Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

- Objective 1.** Utilize student career investigations and personal interests to navigate students toward a career/college path.
- Objective 2.** Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

# Hudson PEP Elementary

**Objective 3.** Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).

**Objective 4.** Create opportunities for students to participate in workforce and college preparation.

**Objective 5.** Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 1.** Create a culture for student involvement in the care and pride for grounds and facilities.

**Objective 2.** Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

# Hudson PEP Elementary

## Goals

1. Improve Recruitment and Retention of Quality Personnel
2. All Schools Will Meet State Standards
3. All Schools Will Perform at State Level in Math and Science
4. Improve Social/Life Skills of Longview Early Graduation High School Students
5. Improve/Maintain District Grounds and Facilities

# Hudson PEP Elementary

## Objectives

- 1.1. Encourage universities to place student teachers in LISD classrooms.
- 1.2. Develop community and college relationships.
- 1.3. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.
- 1.4. Decrease the staff turnover rate.
- 2.1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.
- 2.2. Increase attendance rates at all campuses to at least 97%.
- 2.3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.
- 2.4. Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.
- 2.5. Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.
- 3.1. Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.
- 3.2. Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.
- 3.3. Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.
- 3.4. Increase the hiring of HQ teachers specifically for math and science.
- 4.1. Utilize student career investigations and personal interests to navigate students toward a career/college path.
- 4.2. Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.
- 4.3. Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).
- 4.4. Create opportunities for students to participate in workforce and college preparation.
- 4.5. Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.
- 5.1. Create a culture for student involvement in the care and pride for grounds and facilities.



# Hudson PEP Elementary

## Objectives

- 5.2. Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

# Hudson PEP Elementary

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 1.** Encourage universities to place student teachers in LISD classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Keep a dialogue open with local universities to place education majors to observe in the classrooms and then to partner with Hudson PEP to place the future educators as student teachers for both the fall and spring semesters. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Communications Officer, Personnel Director, Principal	August- September & May-June	(S)Local Funds	Formative - At the end of each semester, the number of student teachers will be evaluated by university personnel, classroom cooperating teacher and principal.

# Hudson PEP Elementary

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 2.** Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hudson PEP will partner with University of Texas at El Paso to help promote LIMBS International (Title I TA: 6) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Counselor(s), LHS Staff, Principal	January 2017	(L)Instructional	Summative - Amount raised for prosthetic knees and/or elbows
2. Principal will attend GLOBE day for High School Juniors who may be interested in becoming a teacher. Steps for educational degree and rewards are stressed. (Title I TA: 2,4) (Target Group: 11th) (NCLB: 5)	Deputy Supt. HR & Community Relations, Principal	May 2017	(S)Local Funds	Summative - Number of interested students in an educational degree and teaching

# Hudson PEP Elementary

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 3.** Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue New Teacher Orientation and provide quality professional development to prepare them for their job assignment. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Asst. Supt. Admin. & Pupil Services, Asst. Supt. Curriculum & Instruction, Campus Instructional Technologist, Classroom Teacher(s), Communications Officer, Curriculum & Instruction Dept., Director of Professional Development, Personnel Director, Principal	August 2017	(S)Local Funds	Summative - Teachers that leave the campus will be interviewed by principal in an exit interview to improve retention of highly qualified staff.
2. Hire experienced highly qualified educators to teach students at a higher level. Create a positive, welcoming atmosphere in the classroom to match the campus environment. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Core Subject Teachers, Personnel Director, Principal	May-July 2017	(S)Local Funds	Summative - Teachers will be successful and remain on campus
3. Provide a Mentor for each teacher for support. Principal will facilitate a bi-monthly meeting with new faculty to offer support, answer/ask questions and clarify confusing policies and/or procedures. (Title I SW: 9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 2,3,4)	Principal	August 2016 - January 2017	(L)Instructional, (S)Local Funds	Summative - Questions will be answered quickly so teachers can be successful during the bi-monthly meetings. Monitoring
4. New teachers will be introduced to Professional Learning Community (PLC) to develop lesson plans and create meaningful, aligned, and interactive lessons for student success. PLC's will meet at least once a month. (Title I SW: 3,8,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Content Area Instructional Coaches, Core Subject Teachers, Curriculum & Instruction Dept., Principal	August 2016-May 2017	(S)Local Funds	Formative - Monitoring weekly PLC meetings

# Hudson PEP Elementary

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 4.** Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will facilitate a monthly meeting with new faculty to offer support, answer/ask questions and clarify anything the mentor teacher or grade level has not answered. She will also be available before, after school or during the day to provide support. (Title I TA: 5) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4)	Principal	September 2016- May 2017	(S)Local Funds	Formative - A list of questions and concerns will be kept to help decreasing the turnover rate at Hudson PEP

# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 1.** Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will vertically align with multiple grade levels to be aware of expectations across grade levels in all core subjects. This will be planned in a monthly meeting that is normally a faculty meeting on Wednesday afternoon after school. (Title I SW: 1,8,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,4)	Classroom Teacher(s), Core Subject Teachers, Counselor(s), Curriculum & Instruction Dept., Principal	September 2016- April 2017	(S)Local Funds	Formative - Agenda's for Vertical Alignment
2. Teachers will video record a lesson and self-assess to improve teaching and learning at least once a year. (Title I SW: 9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4)	Classroom Teacher(s), Principal	September- November 2016	(S)Local Funds	Formative - Post-conference between teacher and principal
3. Teachers will be given the opportunity to observing peer teachers who show mastery in a specific area for professional development. (Title I SW: 4) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4)	Classroom Teacher(s), Principal	October 2016- February 2017	(S)Local Funds	Formative - viewing of video recording
4. Study TEKS and verbs. Be purposeful in making sure the rigor of lessons and strategies for teaching match the standard. In addition, change the word of the week (in announcements) to "Academic Vocabulary" for the week. (Title I SW: 1,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Counselor(s)	September 2016- May 2017	(S)Local Funds	Formative - Monitoring the morning announcements
5. In the classroom, post higher level questioning stems so that students and teachers can ask and give answers using high level thinking. (Title I SW: 3,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Principal	September 2016- May 2017	(S)Local Funds	Formative - Evidence of sentence stems posted in the classroom through monitoring.
6. Have a campus-wide problem-solving model posted in all classrooms. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), Principal	September 2016	(S)Local Funds	Summative - Evidence of model posted

# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 1.** Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Analyze state, district and campus data after each benchmark and state assessment to fill in student gaps in learning. Create real-world experiences for student to foster student curiosity and improve teaching and learning. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Content Area Instructional Coaches, Director of Instruction, Principal	September 2016-May 2017	(S)Local Funds	Formative - Evidence of data walls and disaggregation of data in PLC meetings

# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 2.** Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide attendance incentives (Patch Tags)at the end of each six-week period. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,4,5)	Classroom Teacher(s), Counselor(s), Principal	September 2016-May 2017	(S)Local Funds	Formative - awards given at the end of each six-week grading period
2. Ready to Work (R2W) award given at the end of each six-week grading period for all students on time and present all day every day. Students will also be recognized during the Friday Assembly. Teachers may choose to have lunch with 100% attendance students by the pond or another designated area. At the end of the year, students will attend an ice-cream and free recess party as an NBA student (Never Been Absent) (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), Principal	September 2016-May 2017	(S)Local Funds	Summative - number of students awarded will be analyzed and attendance rate will increase
3. Teachers will make a sign outside their classrooms showing how many days they have had perfect attendance. Class with the most days at the end of the year will be given a special award. (Title I SW: 9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s)	August 2016-May 2017	(S)Local Funds	Summative - classroom(s) identified for most days with a perfect attendance.
4. For teachers. Gift Cards will be purchased through the principal fund. All teachers with perfect attendance will have their name put in a bowl for a drawing each month for perfect attendance. (Title I SW: 9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4)	Classroom Teacher(s), Core Subject Teachers, Counselor(s), Principal	September 2016-May 2017	(S)Local Funds	Formative - a list of teachers with perfect attendance will be kept
5. Teachers will communicate with parents through email, phone or note anytime a student is absent. (Title I SW: 6,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s)	August 2016-May 2017	(S)Local Funds	Summative - higher attendance rate for classroom and campus



# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 3.** Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create higher level thinking and student-led activities and strategies to teach the TEKS. Use higher level thinking sentence stems to ensure questioning is at the depth and complexity needed to teach to the State standards. (Title I SW: 1,2,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	August 2016-May 2017	(S)Local Funds	Summative - Increase on Commended STAAR Results
2. Additional resources provided for rigorous learning such as iPads, Chrome Books and thinking stems need to be added. Both 4th and 5th grade believe the addition of 5 Chrome Books per classroom would increase the quality of learning at Hudson PEP which would be an addition total of 12 Chrome Books at about \$200.00 each. (Title I SW: 10) (Target Group: 4th, 5th) (NCLB: 1,2,3,5)	Core Subject Teachers, Principal, Technology Staff	October 2016	(S)Local Funds	Summative - More students using technology and 90% students at 90% with more commended students in math, reading, writing and science on STAAR.
3. Math - Teachers will vertically align TEKS for measurement and geometry to find gaps to ensure student success in this area. Students will participate in a financial literacy project to help them understand the vocabulary and concepts (Title I SW: 1,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	September 2016-April 2017	(S)Local Funds	Summative - Standard for Measurement and Geometry as well as Financial Literacy will improve on STAAR
4. Writing - Utilize the new writing specialist, implementing writers workshop model that incorporates lessons for deeper essays (Title I SW: 10) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Core Subject Teachers, Curriculum & Instruction Dept., Instructional Specialist, Principal	August 2016-May 2017	(S)Local Funds	Summative - Improved scores on the Expository Essay on STAAR
5. Reading - Utilize the balanced literary model to a more deep and complex level to ensure more student growth to close the gap and increase commended scores (Title I SW: 1,3,8,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	August 2016-May 2017	(S)Local Funds	Summative - Increased essay scores on STAAR and more commended writers on STAAR

# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 3.** Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Boot Camp Day by grade level (1/2 day when GT students are off campus). Group students by needs to target areas needed to close academic gaps. Use data to divide students by their individual needs and rotate groups between the teachers. (Title I SW: 10) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Core Subject Teachers	September 2016- April 2017	(S)Local Funds	Summative - Increase in student success on benchmark assessments and STAAR

# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 4.** Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All faculty that is accepted from Hudson PEP will take the SIOP Training to help us better meet the needs of the limited English proficient student. (Title I SW: 1,2,3,4,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Principal	September 2016- June 2017	(L)Instructional, (S)Local Funds	Summative - More teachers with SIOP training each year
2. Multicultural Fair night to improve the communication between school and home that addresses the academic vision of Hudson PEP. Teachers will provide materials and resources to help parents at home in areas of academic concern. (Title I SW: 1,6,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), ESL Teacher, Principal	October 2016- February 2017	(L)Instructional, (S)Local Funds	Formative - Observation and communication with stakeholders
3. Implement a peer to peer tutoring for students that need extra practice to learn and remember academic material (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,4)	Classroom Teacher(s), Core Subject Teachers, Counselor(s), Principal	September 2016- May 2017	(S)Local Funds	Formative - teacher and principal observation of peer groups during sessions and benchmark results
4. Ensure all accommodations for 504, Dyslexia, Speech and GT students are given to the current teachers, monitor implementation, and documentation of accommodations. (Title I SW: 3,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Counselor(s), Principal	August 2016-May 2017	(F)IDEA Special Education, (L)Instructional, (S)Local Funds	Formative - Principal will check lesson plans for accommodations and observe accommodations through walk-throughs and formal observations.
5. The campus will apply to be recognized as a Blue Ribbon School to promote achievement, closing the achievement gap and meeting the needs of all students at Hudson PEP (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,5)	Classroom Teacher(s), Counselor(s), Director of Curriculum, Director of Professional Development, Instructional Specialist, Lead Teacher, Parent Volunteers, Principal, Technology Staff	September- December 2016	(S)Local Funds	Summative - Chosen as a Blue Ribbon School

# Hudson PEP Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 5.** Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote and inform parents and teacher on who should be nominated and tested for the GT program through Newsletters and a Question/Answer Night. Utilize previous teacher input for GT nominations. (Title I SW: 1,6,9,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), Principal	September 2017	(S)Local Funds	Summative - More students from Hudson PEP will be nominated, test and qualify for the Gifted and Talented Program
2. Introduce vocabulary from the ACT and SAT College entrance exams in the lower grades. (Title I SW: 1,8,10) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Core Subject Teachers, Counselor(s), Principal	September 2016- May 2017	(S)Local Funds	Formative - Monitoring of classrooms and lesson plans
3. Invite LOBO graduates to walk our halls while our students celebrate their accomplishments. Also have successful previous PEPsters come speak to our student as motivation. Celebrate past and present student successes. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Counselor(s), Dean of Instruction, LHS Staff, Principal	September 2016- April 2017	(S)Local Funds	Formative - Documentation of former graduates and celebrations

# Hudson PEP Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 1.** Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertical team comparing specific Student Expectations and how they are taught, using a common resource (Mentoring Minds) to ensure each teacher understands the rigor needed for student success. (Title I SW: 1,8,10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Principal	September 2016- May 2017	(S)Local Funds	Formative - Notes from vertical team meetings and use of Mentoring Minds material
2. Science fair night to increase interest in science and provide a time for parents to interact with their children and the teachers as they discuss concepts learned in science. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,4)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	January 2017	(L)TEKS Resource System	Summative - Observations and pictures of science night
3. Teachers are given input on resources and manipulatives that they need to help student success and to ensure all students attain the resources they need to excel. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,4)	Asst. Supt. Curriculum & Instruction, Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Math Department Chair, Principal	September 2016- May 2017	(S)Local Funds	Summative - resources purchased and scores improve on the STAAR

# Hudson PEP Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 2.** Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will post Bloom's question stems so that higher level thinking questions will be incorporated into the daily lessons. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 2)	Classroom Teacher(s), Core Subject Teachers	August 2016-May 2017	(S)Local Funds	Formative - Observation of Bloom's Question STEMS posted in classrooms
2. Provide professional development on the Science Technology Engineering and Math (STEM) process to the classroom teacher to enhance the present STEM lab to develop STEM questioning and incorporating more technology into the student's hands. (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Director of Professional Development, Director of Technology, Instructional Specialist, Principal, Technology Staff	October 2016-April 2017	(L)Instructional, (S)Local Funds	Formative - Participation in and observation of professional development, student lead lessons using technology and higher order thinking questions and answers in the classroom

# Hudson PEP Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 3.** Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Learning Communities (PLC) focused on vertical and horizontal alignment of the TEKS. Meet with grade levels to correlate strategies for Math and Science every six weeks and focusing on academic vocabulary. (Title I SW: 1,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Principal	August 2016-May 2017	(L)TEKS Resource System	Formative - Notes and agendas for weekly PLC meetings.
2. Model questioning and questions formatting based on the rigor of STAAR. Teachers will analyze question stems at every level of STAAR. (Title I SW: 9) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s)	September 2016-May 2017	(L)TEKS Resource System	Formative - Study questions on weekly assessments and benchmarks to ensure rigor and observe higher level questioning in the classroom
3. Collaborate with all science teachers and science lab teacher (STEM) to create aligned meaningful instructions. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	September 2016-May 2017	(L)TEKS Resource System	Formative - Evidenced through PLC meetings and on weekly lesson plans

# Hudson PEP Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 4.** Increase the hiring of HQ teachers specifically for math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The science block for 5th grade needs to be an equal block of 90 minutes which will mirror the math and reading. Fifth grade will split 3 ways: Math, Science, and ELA (Reading) to ensure student success at a higher level. 90% passing on all assessments. (Title I SW: 1) (Target Group: 5th) (NCLB: 1,2,3,4,5)	Asst. Supt. Curriculum & Instruction, Principal	August 2016-May 2017	(S)Local Funds	Summative - Master schedule showing that there is a 3-way split for math, science and ELA reading



# Hudson PEP Elementary

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 1.** Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Career Day/Fair to invite professionals to share their career path with the students. Professionals will share what they do and what it takes to be successful in that career. Students can dress up as the profession of their choice. (Title I SW: 6) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Counselor(s), Principal	November-December 2017	(S)Local Funds	Summative - Agenda from Career Day/Fair and Pictures
2. Invite parents, community members or alumni to speak to students about college/career choices. (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Club Sponsors, Counselor(s), Principal	May 2017	(S)Local Funds	Summative - Pictures of the event and formal feedback from speakers and students

# Hudson PEP Elementary

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 2.** Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use technology to pair with a High School student mentor and/or skype with a specific profession for information. (Title I SW: 6) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Principal	October 2016- May 2017	(S)Local Funds	Formative - Observation of progress this year

# Hudson PEP Elementary

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 3.** Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for High School Students from different clubs, organizations and groups to be on campus to speak to students at Friday Assemblies (Title I SW: 10) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Counselor(s)	September 2016-May 2017	(L)Instructional	Summative - Observe the number or high school students who speak at the Friday Assemblies and the type or organization(s) they represent
2. Allow the teachers and the students to wear College Shirts on Friday Spirit Days. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 5)	Classroom Teacher(s), Counselor(s), Principal	January -May 2017	(S)Local Funds	Summative - Observation of college shirts worn by students

# Hudson PEP Elementary

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 4.** Create opportunities for students to participate in workforce and college preparation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement higher level thinking skills during daily lessons to ensure college preparation. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 5)	Classroom Teacher(s)	September 2016-May 2017	(L)TEKS Resource System	Summative - Analysis of Lesson Plans and Improved Commended Rate on STAAR
2. Bring in professional for a Career Day at Hudson PEP. To prepare the students for the career day, the students will visit the website where they can ask professional questions about their career. (Title I SW: 10) (Target Group: 3rd, 4th, 5th) (NCLB: 5)	Classroom Teacher(s), Counselor(s), Principal	November 2016-February 2017	(L)TEKS Resource System	Summative - Evaluation of Career Day.

# Hudson PEP Elementary

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 5.** Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Begin the school year with teacher and students writing a social contract. the teacher will ensure classroom expectations are included as well as character traits that exemplify good citizenship. (Title I TA: 2) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s)	August-September 2016	(L)Instructional	Summative - Evidence of classroom expectations and social contracts
2. The students will be given at least one campus wide altruistic project where they create projects to sell or donate money to the needy, such as LIMBS International (Title I SW: 6) (Title I TA: 2) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Counselor(s), LHS Staff, Principal	January 2017	(S)Local Funds	Summative - Evidence of project and amount given to the organization(s)
3. One Student from each class will be recognized and honored each week for a specific life skill. These life skills help students get along with others, be respectful and eventually are the skills to earn and keep a job. (Title I TA: 1,2,7) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Counselor(s)	September 2016-May 2017	(S)Local Funds	Summative - Copy of the yearly life skills and student names listed on each monthly newsletter

# Hudson PEP Elementary

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 1.** Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Begin a "Make PEP Shine" program - Create a student-led problem-solving activity to keep cafeteria cleaned up. Talk to students about manners, expectations, and model procedures in the cafeteria. Also, classrooms will "Adopt a Hallway" to keep it free from trash. (Title I TA: 2) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Counselor(s), Principal	September 2016-May 2017	(S)Local Funds	Formative - Observation of the cafeteria and hallways
2. Classrooms will help with the maintenance of the pond and planter. Each grade level will pick 2 months a year to monitor pond, plants and future plans for science investigations for the water habitat. (Title I TA: 3,4) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist	September 2016-May 2017	(L)TEKS Resource System	Summative - The pond area will improve so that it can be used as an outdoor space for teaching and learning.

# Hudson PEP Elementary

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 2.** Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Golden Dustpan award to go to the cleanest classroom each week. Custodians will rate the classrooms for the award (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Custodial Staff, Principal	August 2016-2017	(S)Local Funds	Summative - List of weekly winners.

# Hudson PEP Elementary Site Base

Name	Position
Adams, Janet	Counselor <i>Janet Adams</i>
Campbell, Allison	Teacher <i>Allison Campbell</i>
Dudley, Tucker	Business Partner <i>Tucker Dudley</i>
Huntsinger, Anna	Parent <i>Anna Huntsinger</i>
Jerrrell, Helen	Parent <i>Helen Jerrrell</i>
Kalnus, Deanna	Teacher <i>Deanna Kalnus</i>
Konvallyn, Leslie	Teacher <i>Leslie Konvallyn</i>
Maxwell, Mike	Community Member <i>Mike Maxwell</i>
Storey, Kim	Teacher <i>Kim Storey</i>
Swanner, Rebecca	Teacher <i>Rebecca Swanner</i>
Wilson, Sue	Principal <i>Sue Wilson</i>