

Longview Independent School District

Hudson Pep Elementary

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science



Board Approval Date: October 16, 2023

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: All Schools Will Meet State Accountability Standards	14
Goal 2: Implement the International Baccalaureate Primary Years Program with fidelity.	20
Goal 3: Improve Communication and Delivery of Information to Students, Parents and General Public	24
Goal 4: Hudson PEP 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.	28
Goal 5: Improve Recruitment and Retention of Quality Personnel	33
Additional Targeted Support Strategies	36
State Compensatory	37
Budget for Hudson Pep Elementary	38
Personnel for Hudson Pep Elementary	38
Title I	38
1.1: Comprehensive Needs Assessment	39
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
4.1: Develop and distribute Parent and Family Engagement Policy	41
Texas Council for Independent Studies Parent and Family Engagement Policy ESSA Section 1116 2022-2023	41
section 1116 (b)(1) & (e)(5)	41
Pep shall: Section 1116 (e)	42
Date: _ 06-10-2022 _	43
4.2: Offer flexible number of parent involvement meetings	44
Plan Notes	44
Academic Excellence Improvement Council	45
Campus Funding Summary	46
Addendums	48

Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

[Hudson PEP CNA](#)

[HPEP CNA Responses](#)

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 and reading on the IOWA test.

The purpose of this improvement plan is to focus on the 2023-2024 school year by using demographic information from 22-23 school year. The current student enrollment at Hudson PEP Elementary is 508. Data indicated that the White student group was the largest population with 217 students. The second largest is the Hispanic student group of 134 students, the African American student group has 112, and the Asian/Other student group had 29 students. Out of the 508 students enrolled in this year, 233 are identified in the Gifted and Talented program, 112 are listed as At Risk, 321 are Economically Disadvantaged, 78 are classified as EL (ESL or Bilingual students) and 14 are identified SPED. The average daily attendance rate was **96.5%** in 2022-2023.

Demographics Strengths

Hudson PEP has a diverse population.

Across demographics attendance was equitable.

Economically Disadvantaged Students are greater than our At-Risk population. (63% of our student population is Economically Disadvantaged.)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our demographic populations are not achieving their full potential academically or behaviorally. (76% of all white students scored Master Level on all STAAR tests compared to 56% African American and 61% Hispanic.) **Root Cause:** A diverse population of learners requires and understanding of the needs of different learners while adhering to a common set of school expectations.

Student Learning

Student Learning Summary

STAAR 2022-2023

3rd Grade Reading	Approaches	Meets	Masters	3rd Grade Math	Approaches	Meets	Masters				
All Students	98%	89%	64%	All Students	99%	89%	56%				
Economically Disadvantaged	97%	89%	59%	Economically Disadvantaged	99%	86%	48%				
4th Grade Reading	Approaches	Meets	Masters	4th Grade Math	Approaches	Meets	Masters	5th Grade Science	Approaches	Meets	Masters
All Students	97%	92%	64%	All Students	99%	92%	71%	All Students	98%	84%	50%
Economically Disadvantaged	96%	88%	60%	Economically Disadvantaged	100%	93%	73%	Economically Disadvantaged	98%	80%	44%
5th Grade Reading	Approaches	Meets	Masters	5th Grade Math	Approaches	Meets	Masters				
All Students	100%	92%	75%	All Students	99%	92%	71%				
Economically Disadvantaged	100%	87%	67%	Economically Disadvantaged	100%	93%	73%				

Student Learning Strengths

60% of ELs Mastered on STAAR

High overall percentage of Masters

Alignment of CA to STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 100% of our student population made adequate literacy growth as measured on mCLASS, HMH Growth Measure, IOWA and STAAR. **Root Cause:** There is not a solid RtI/ MTSS process in place to provide necessary supports for at-risk students. Our students have different levels of preparedness in phonics and literacy instruction.

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 core training and 6-hour update annually, and ESL endorsement is encouraged. Each year 100% of the teachers have obtained their GT requirements.

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, grades 4-5 and 1-3 will be compensated based on growth on the IOWA. All teachers support and assist one another in ensuring that the needs of the students are a 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 of quality covering all the standards.

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. Teacher mentor program
3. Weekly PLC meetings to analyze data, plan instruction, practice instructional delivery and discuss processes
4. Consistent feedback through walkthroughs (coaches & principal) and formal observations
5. GT 5 day core training and annual 6-hour updates
6. Star Assemblies each Friday
7. PEP Newsletter
8. Rituals and Assemblies
9. Live Announcements

10. Weekly Bulletins and staff meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Expectations, processes and programs need to meet the academic needs of all students and promote a positive, IB focused school climate. **Root Cause:** Resources have not been fully utilized to meet the diverse academic needs of all students or to address campus culture.

Perceptions

Perceptions Summary

Hudson PEP Elementary mirrors the goals of LISD and the TCIS Charter, 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 "Bee the Change You Want to See in the World." 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, teachers attended sessions on TEKS/Standards, Texas Resource System, Blooms Taxonomy and Depth and Complexity of lesson design. 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 through an end of the year survey.

- Highly Qualified teachers
- High Quality education
- Challenging Curriculum

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Hudson PEP does not take the time or make the effort to intervene with struggling, at risk, or low SES students, thus not all demographic populations have achieved their full potential academically. **Root Cause:** Academic gaps exist for some students due to lack of school experience. Poverty and instability affect student achievement. Qualifying for Hudson PEP does not mean students have all their foundational literacy and math skills to be successful immediately. Some need intervention and support to build foundational skills.

Priority Problem Statements

Problem Statement 1: Our demographic populations are not achieving their full potential academically or behaviorally. (76% of all white students scored Master Level on all STAAR tests compared to 56% African American and 61% Hispanic.)

Root Cause 1: A diverse population of learners requires and understanding of the needs of different learners while adhering to a common set of school expectations.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure 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: All Schools Will Meet State Accountability Standards

Performance Objective 1: 100% of the teachers and instructional leaders will evaluate student progress at least each 6 weeks to ensure proper academic planning, alignment, adjustment and preparation for all students through the 2023-2024 school year.


Evaluation Data Sources: STAAR, mCLASS, RTI, TELPAS, Unit/6-Week Assessments, Simulation Assessment, and Unit Tests


Strategy 1 Details	Reviews			
<p>Strategy 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. In addition they will be given individualized instruction in leveled readers, Nearpod, STEMscopes, and Guided Instruction to increase reading, writing and math skills. Library books with Lexile or leveled readers , supplies, Mentoring Minds Think Up Math, Reading, and Writing. Since writing is one of the foundation skills, we will be purchasing more materials to teach writing which will enhance all the other core subjects</p> <p>Strategy's Expected Result/Impact: 15% of students receiving intervention support will see an increase in results on daily work, weekly/unit assessments, benchmarks, common assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Aides, Head of Schools</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Motivational Math and Reading Think Up, Nearpod, STEMscopes and other software to use as data for Student Growth. - 199 General Fund - ESSER - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The Gifted and Talented students will be served on the campus. All teachers at Hudson PEP have appropriate GT updates annually. Strategies to meet their needs will include but not be limited to: Differentiated Instruction Projects that require more complex thinking with rubrics and rigor. International peer learning SAT Vocabulary and Latin Roots. Robotics IB Exhibition Targeted Field Trips</p> <p>Strategy's Expected Result/Impact: The students in the ACE/GT program will have a more rigorous academic path. Students will be taught coding/robotics</p> <p>Staff Responsible for Monitoring: District Staff, Head of Schools, Region 7</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Additional resources for the Push In GT Enrichment - 211 Title I, Part A - Title V, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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> <p>Strategy's Expected Result/Impact: All students will perform at the expected level (90/90) on daily, informal, formal, and comprehensive assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Head of School</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: NearPod ZSpace and Flocabulary - 199 General Fund - Title 1, Part D - \$7,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Track reading levels to respond to loss of student learning as a result of COVID 19 and the Pandemic</p> <p>Strategy's Expected Result/Impact: Objective measure of reading loss, gain and growth in student grades 1 and 2.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean, and Teachers</p>	Formative			Summative
	Nov	Jan	May	June

Title I:
2.4, 2.6

 No Progress

 Accomplished

 Continue/Modify





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Goal 1: All Schools Will Meet State Accountability Standards

Performance Objective 2: In order for students to be successful learners they must be at school, healthy, fit and be able to perform physically. Maintain a 97% attendance rate or higher for our students at school every day ready to learn.

Evaluation Data Sources: Immunization Records, attendance and tardies for each student. In addition daily hand washing prior to school and temperature check each day. Quarantining as needed if testing positive for COVID 19 or a positive case in the household.





Strategy 1 Details	Reviews			
<p>Strategy 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. Truancies are addressed immediately at the campus level.</p> <p>Strategy's Expected Result/Impact: At least 97% attendance and healthy students every day ready to learn.</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: COVID-19 supplies - 199 General Fund - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The PE department will ensure all students are working toward a healthy body through the Fitness Tracker. 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> <p>Strategy's Expected Result/Impact: Students will be involved in physical activities that are fun, motivating and help them toward passing the Fitness Tracker and a healthy living.</p> <p>Staff Responsible for Monitoring: PE teacher/coach, Heads of School</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Funds to update PE department for healthy students - 199 General Fund - \$500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Safety Drills to ensure students are kept safe during a possible fire, intruder threats, hazards and weather related conditions</p> <p>Strategy's Expected Result/Impact: Staff and students will be given the tools to keep them safe no matter the threat whether by persons , weather or hazardous conditions. Drills will be conducted according to the State mandates for all drills to ensure campus safety.</p> <p>Staff Responsible for Monitoring: Safety Team (Nurse, Coach, Administration)</p>	Formative			Summative
	Nov	Jan	May	June
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Goal 1: All Schools Will Meet State Accountability Standards

Performance Objective 3: Increase reading performance for all student groups on both local and state assessments by 10% by May 2024. Increase the number of At-Risk students scoring above 50% on Reading assessments including, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English Learners to meet the challenging State academic standards

Evaluation Data Sources: 6-Week assessments, simulations, ,mCLASS, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: To train, develop and implement a RTI/Multiple-Tiered Support System to provide timely intervention for students and increase reading scores for all students.</p> <p>Strategy's Expected Result/Impact: Meets and Masters will increase by 10% for all students</p> <p>Staff Responsible for Monitoring: District RTI Coordinator, Academic Dean, Grade Level Chairs, PLCs, Campus Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will scaffold instruction to ensure that students are learning an analysis and evaluative level while synthesizing academic content at the conceptual level.</p> <p>Strategy's Expected Result/Impact: Students will learn, practice and understand through critical thinking</p> <p>Staff Responsible for Monitoring: Student, teachers, Academic Dean and Head of School</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June
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Goal 1: All Schools Will Meet State Accountability Standards

Performance Objective 4: Align PLC focus areas to improve literacy and math performance.





Evaluation Data Sources: 6-Week assessments, simulations, ,mCLASS, STAAR

Goal 2: Implement the International Baccalaureate Primary Years Program with fidelity.

Performance Objective 1: Meet the requirements of the IB Mission Statement: the International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

High Priority

Evaluation Data Sources: IB Planner, professional development, TODDLE management system, IB Coordinator, Principal and IB consultants working with administrative staff and teachers.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, administrators will attend all professional development opportunities provided for the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: A well balanced foundation for teachers to implement cross-curricular, trans-disciplinary, inquiry-based instruction.</p> <p>Staff Responsible for Monitoring: Charter/IB Lead, IB Coordinator, IB Head of School</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Dues for IB School Membership and Toddle</p> <p>Strategy's Expected Result/Impact: Students will be taught with a global lens.</p> <p>Staff Responsible for Monitoring: IB Coordinator/Academic Dean and Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Membership fees - 199 General Fund - Start Up Grant - \$4,800</p>	Formative			Summative
	Nov	Jan	May	June
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Goal 2: Implement the International Baccalaureate Primary Years Program with fidelity.

Performance Objective 2: Provide a challenging academic program with a commitment to excellence.

Evaluation Data Sources: IB Planner, TODDLE, STAAR, unit assessments, TELPAS, HMH Growth Measures, Rigby and mCLASS.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and IB coordinator will meet each Thursday to work on implementing the IB units of Inquiry into the IB Planner. Teachers will see that this is not an additional task but how to weave and integrate the units into daily lessons and connect to real-world and worldwide problems to consider.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of the world in which we live</p> <p>Staff Responsible for Monitoring: IB Coordinator/Academic Dean and Head of School</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Program to be purchased - 199 General Fund - Start Up Grant - \$4,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate the IB Learner Profile into all elements of students' educational experiences. Teachers will have students come up with responsible, thoughtful and meaningful action that will make an impact.</p> <p>Strategy's Expected Result/Impact: Students will see how their educational experiences/lessons are all interconnected through thoughtful planning to integrate core subjects into other disciplines. Enhance student driven transdisciplinary learning.</p> <p>Staff Responsible for Monitoring: Teachers, IB Coordinator, Head of School</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide learning opportunities for students to make connections and transfer the learning to new context and across subjects.</p> <p>Strategy's Expected Result/Impact: Learning will be broad (worldwide) and deeper for conceptual understandings</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Implement the International Baccalaureate Primary Years Program with fidelity.

Performance Objective 3: Incorporate the IB Learner Profile into all elements of students' educational experiences.

Evaluation Data Sources: IB Planner, TODDLE





Strategy 1 Details	Reviews			
<p>Strategy 1: The IB Learner Profile will be communicated to the campus through careful planning, displays on posters and Hudson PEP campus shirts, through the character education STAAR program, announcements, and PEPTalk newsletter</p> <p>Strategy's Expected Result/Impact: The Learner Profiles will be part of the culture of Hudson PEP and second nature to the students and staff</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Head of School, IB Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Allow students to have voice, choice and ownership.</p> <p>Strategy's Expected Result/Impact: Students will contribute to and participate in the learning community. This will build and develop conceptual understanding within and across all subjects.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Head of School</p> <p>TEA Priorities: Connect high school to career and college</p> <p>-</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Improve Communication and Delivery of Information to Students, 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 Sources: Telephone Logs, Emails, Student Planners, School Messenger, classroom messaging platforms like SeeSaw, Class Dojo, Remind and Scheduled or Walk-In Conferences.





Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-level teachers use student planners to communicate with the parents 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.</p> <p>Strategy's Expected Result/Impact: Well informed parents/guardians make positive relationships with the teacher and campus as we work together to improve student learning.</p> <p>Staff Responsible for Monitoring: Head of School, Administration, Teachers, Counselor</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Head of School 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> <p>Strategy's Expected Result/Impact: Increase in call/correspondence support positive parent interactions and involvement by 10% as measured by School Messenger and emails.</p> <p>Staff Responsible for Monitoring: Head of School, Academic Dean, Clerk</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hudson PEP will meet with families and stakeholders to develop a Parent and Family Engagement Policy and School/Parent Compact</p> <p>Strategy's Expected Result/Impact: Increased parental involvement.</p> <p>Staff Responsible for Monitoring: Advisory Council</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Title 1 Part A Annual meeting Strategy's Expected Result/Impact: This will inform parents of the funding and their rights Staff Responsible for Monitoring: Head of School, Advisory Council Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Improve Communication and Delivery of Information to Students, Parents and General Public

Performance Objective 2: The monthly newsletter will inform parents of campus and grade level expectations, calendars, specific learning targets and upcoming events.

Evaluation Data Sources: Copy of Month PEPtalk September-May on Hudson PEP website.

Strategy 1 Details	Reviews			
<p>Strategy 1: The PTO liaison sends out a reminder to the campus staff to give details of campus happenings, events and learning opportunities for Hudson PEP monthly. The PEPtalk is published monthly to inform parents of campus and grade-level information for their child(ren)</p> <p>Strategy's Expected Result/Impact: Parents will be informed of TEKS being covered for the month, campus initiatives, motivational letters, important dates and other information for their children each month.</p> <p>Staff Responsible for Monitoring: PTO, Principal, Teachers and other campus personnel</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Improve Communication and Delivery of Information to Students, Parents and General Public

Performance Objective 3: Walkie Talkies are needed for safe communication to parents , teachers and students for dismissal

High Priority

HB3 Goal

Evaluation Data Sources: To have 100% efficiency during the end of the day carpool line, additional walkie talkies are needed to announce parents for students to exit the building

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkie talkies are used at the front of the school and a the back for car pick up. We have about 2/3 of our population that is picked up in the afternoons.</p> <p>Strategy's Expected Result/Impact: All students will exit the building in a safe and efficient manner.</p> <p>Staff Responsible for Monitoring: Teachers on duty for after car pickup and Principal</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Hudson PEP 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, including, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English Learners to meet the challenging State academic standards

Evaluation Data Sources: Teachers and Head of School will closely monitor Quintiles on each 6-week unit assessments to ensure all students are meeting or mastering each Performance Standard and TEKS for subject and grade level.

Strategy 1 Details	Reviews			
<p>Strategy 1: Target all students who score below 90% on assessments given and especially those who did not pass a STAAR section and are identified for assistance through HB 4545.. Increase academic achievement by looking at data and providing targeted instruction in literacy, reading, math and science through small groups and tutoring.</p> <p>Strategy's Expected Result/Impact: 10% more students will achieve Master's performance on STAAR and students in grades 1-2 on mCLASS to the Developed level.</p> <p>Staff Responsible for Monitoring: Principal, District Personnel, Assistant Superintendent for Curriculum and Accountability</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Tutorial pay for teachers @ \$30.00 hour - 263 Title III - LEP - Title 1, Part D - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: IB student work posted each month and board 'walks' by grade level teachers, specialists and administrators.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All students will engage in traditional and non-traditional hands on experiences to help them learn the State Standards at the conceptual level. This may include virtual education, field trips, Museums, Science Lab and other programs and activities that will motivate all learners.</p> <p>Strategy's Expected Result/Impact: Students will learn the material at a deeper cognitive level and perform daily, on common assessments and finally on STAAR at the Masters level as shown by a 5-10% increase in grades 3-5. Teachers will need cordless microphones to communicate with students virtually. Students using Chromebooks will need earbuds.</p> <p>Staff Responsible for Monitoring: Principal, teachers and Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Grants, Student Field Trip Budget for Spring - 199 General Fund - \$50,000, Virtual Field Trips - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 5th Grade students may attend a Science Camp during the fall. This learning experience will provide the students with the opportunity to become scientist for 3 days and learn the science TEKS at a conceptual level.</p> <p>Strategy's Expected Result/Impact: Students will learn targeted science TEKS at a deeper (conceptual) level. Scores and success in Science will increase 10%.</p> <p>Staff Responsible for Monitoring: 5th Grade Teachers, Principal and Curriculum</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Students that cannot afford the camp will be provided financial assistance to attend the camp - 199 General Fund - TCIS charter funds - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June


Strategy 5 Details	Reviews			
<p>Strategy 5: The library will be used to enrich and extend the IB units of inquiry through thoughtful planning and hands on instruction. This is an area that the IB consultant wrote for us to correct in order to be an accredited IB Campus</p> <p>Strategy's Expected Result/Impact: Students with use inquire to think, discover, create and build build upon classroom instruction to take learning and put into practice</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, IB Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Books and Center-like activities to reinforce and enrich classroom instruction - 199 General Fund - TCIS Start Up Grant - \$6,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The district/campus will purchase school supplies for all students in 1st-5th grade. This will allow all students the materials, supplies, and tools to complete all projects, IB lessons, assignments and classwork.</p> <p>Strategy's Expected Result/Impact: Equity among all students to have materials to learn and perform tasks in and outside the classroom.</p> <p>Staff Responsible for Monitoring: Administrative staff and teachers.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				


Goal 4: Hudson PEP 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 2: Technology is an important tool to aide in the instruction of students for in-school learning. Our goals to to ensure all students have a Chromebook or other device to complete on-line assignments and activities.


Evaluation Data Sources: Technology Drill, Technology Accessment Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Coding program using Scratch and implement a Smart Lab to increase student achievement through processing information at a higher level of thinking, reasoning and problem solving. The SmartLab Learning focuses on supporting students and educators with the tools and resources necessary to engage in meaningful and authentic learning experiences in a supportive learning community.</p> <p>Strategy's Expected Result/Impact: Students will be able to build, program, code programs and integrate into the IB framework to create connections in reading, math, science and social studies. Students will collaborate with partners on project-based learning activities. After completing each project cycle, students move to the next topic of study and technology.</p> <p>Staff Responsible for Monitoring: Principal, Coding teacher, GT Teacher, Instructional Aide</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Additional Targeted Support Strategy</p> <p>Funding Sources: SmartLab Learning - 194-PIC 30 SCE, Title IA, Schoolwide Activity - TCIS Chart School Allotment - \$22,000</p>	Formative			Summative
	Nov	Jan	May	June
	Empty review cells			

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Hudson PEP 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 3: Training is an integral part of preparing our teachers and staff to meet the needs of our students.

Evaluation Data Sources: sign in sheets and evidence documented by T-TESS appraisers that teachers are implementing strategies learned in face to face, on-line workshops to improve teaching and learning





Strategy 1 Details	Reviews			
<p>Strategy 1: Most teachers will be trained in the SIOP training to meet the needs of our ESL, Bilingual and/or Migrant Students.</p> <p>Strategy's Expected Result/Impact: The purpose of this training is designed to support programs that help migratory, ESL and Bilingual students overcome the challenges of mobility, cultural and language barriers, social isolation and other difficulties associated with children identified. These resources are aimed at helping students succeed in school.</p> <p>Staff Responsible for Monitoring: Principal, Bilingual Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Money for SIOP training from Region - 211 Title I, Part A - 263 - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Hudson PEP in collaboration with the TCIS Charter and LISD district will provide professional development to equip 100% of the teachers with strategies for delivering effective instruction.

High Priority





Evaluation Data Sources: State Assessment Data, Attendance, mCLASS, Amira, HMH, curriculum assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All professional and non-professional employees will know the expectations for the campus through staff development before school, during staff development days for professional development, walkthroughs and formal assessments.</p> <p>Strategy's Expected Result/Impact: Focused collaborative work toward campus goals.</p> <p>Staff Responsible for Monitoring: Principal, Chief of Schools TCIS, Academic Dean</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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> <p>Strategy's Expected Result/Impact: By addressing the trends in staff needs, students will show an increase in overall performance by 5%.</p> <p>Staff Responsible for Monitoring: District Support, Curriculum Specialists, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Hudson PEP will hire 90% highly qualified new teachers and paraprofessionals.





Evaluation Data Sources: Teacher and paraprofessional certifications, T-TESS evaluations, and Walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Head of School and other professionals will attend the annual LISD job fair to interview highly qualified applicants to find excellent and master teachers to instruct the students at HUDSON PEP.</p> <p>Strategy's Expected Result/Impact: Hire highly qualified teachers to teach all students so 100% of our students will be successful learners. Accept and place student teachers in classrooms with master teachers.</p> <p>Staff Responsible for Monitoring: Principal/Head of School and District Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Recruit and find highly qualified educators for all open positions.</p> <p>Staff Responsible for Monitoring: Principal, Human Resources, Academic Dean and Region 7 Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Grow Leadership Conference for Principal and Curriculum Specialist - 262 Title II, Part D - \$700</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Decrease staff turnover rate up to 15% by providing excellent training and to develop master teachers. The Head of School, TCIS Charter and Academic Dean, and teachers will attend conferences to enhance and develop leadership and support the campus

Evaluation Data Sources: Improve and develop effective leadership

Strategy 1 Details	Reviews			
<p>Strategy 1: The IB leadership team in close contact with Charter/IB leaders will ensure all staff is trained to provide teachers with the confidence to learn, plan and teach students with an interconnected world view and academic foundation.</p> <p>Strategy's Expected Result/Impact: More effective leadership for the campus</p> <p>Staff Responsible for Monitoring: Head of School , IB Coordinator</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>Funding Sources: Funds to attend Grow Leadership conference - 255 Title II, Part A, TPTR - \$1,120</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to encourage 100% of the 1-5 teachers to pursuing the Teacher Incentive Allotment initiative to retain master teachers in all grade levels and subjects.</p> <p>Strategy's Expected Result/Impact: Student academic growth in reading, math, and science.</p> <p>Staff Responsible for Monitoring: Head of School and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
4	2	1	Implement a Coding program using Scratch and implement a Smart Lab to increase student achievement through processing information at a higher level of thinking, reasoning and problem solving. The SmartLab Learning focuses on supporting students and educators with the tools and resources necessary to engage in meaningful and authentic learning experiences in a supportive learning community.

State Compensatory

Budget for Hudson Pep Elementary

Total SCE Funds: \$23,900.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Hudson PEP Elementary will supplement the regular education program for students who are at risk by providing supplemental high quality instructional materials, tutoring, summer school to reduce the academic failure rates and increase the rates for high school completion.

Personnel for Hudson Pep Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
NA		0

Title I

1.1: Comprehensive Needs Assessment

Hudson PEP Parent and Family Engagement Policy

Hudson PEP Elementary

Texas Council for Independent Studies Parent and Family Engagement Policy ESSA Section 1116 2022-2023

1. Hudson PEP Elementary shall jointly develop with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

section 1116 (b)(1) & (e)(5)

The PFE policy is reviewed and revised twice a year. The school and the Parent Advisory Council will jointly review the IPFE policy. The policy will be distributed digitally on the Hudson PEP web site, at the Title I annual meeting and available in the office. All documents will be provided in Spanish and English.

The mission of Hudson PEP Elementary is to ensure that every child has the opportunity to develop academically and socially to become lifelong 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.

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 26% 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.

2. Hudson PEP Elementary shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

... _ ...

Parent-teacher conferences. and parent advisory council meetings, etc.

Curriculum Information is available on School Website.

6. If the school wide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on

the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(g)

The Campus Improvement Plan, CIP, will be explained to parents, in a TCIS Charter Advisory Council meeting.

A time for questions and comments will be provided.

2

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Hudson

Pep shall: Section 1116 (e)

{i} provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Resources are provided during parent-teacher conferences and upon request from the teacher.

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 {e}(2)

a. Provide assistance to parents In understanding how to monitor a child's progress and work with educators.

b. Parent contact and meetings using a variety of communication mediums in Spanish and English

c. Providing materials to help parents work with their children to improve their children's achievement

d.. Technology support as needed

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school: Section 1116 (e)(3)

Staff will complete this wining through a video and a question and answer session in the fall or spring. The Parent Advisory Council will give Input prior to the training.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

e. Meet the Teacher Nights or Parent Teacher Conferences

f. Volunteer Opportunities

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 {e}(14)

o Publicity and Invitation to parents about events

o letters and newsletters and other print info

- o Emails and electronic communication in Spanish and English

Although ESSA statute does not require the School Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your "policy on policies" and follow the more restrictive requirement.

If required ... This policy was approved by Hudson PEP Elementary on 06/10/2022.

Signed by Authorized Official: __Christi Coleman_____

Date: _06-10-2022_____

IMPORTANT NOTE: This template will assist a school when developing a school parent and family engagement policy. For purposes of TEA validation, the school policy validation will review the items in this template as well as items that are a part of the school-parent compact. For more details contact your title I, Part A ESC contact.

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2.3: Available to parents and community in an understandable format and language

[Hudson PEP CNA](#)

[HPEP CNA Responses](#)

2.4: Opportunities for all children to meet State standards

Please see TitleIcrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Hudson PEP Parent and Family Engagement Policy

Hudson PEP Elementary

Texas Council for Independent Studies Parent and Family Engagement Policy ESSA Section 1116 2022-2023

1. Hudson PEP Elementary shall jointly develop with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall **be notified** of the policy **in an** understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

section 1116 (b)(1) & (e)(5)

The PFE policy la reviewed and revised twice a year. The school and the Parent Advisory Council will jointly review the IPFE policy. The policy will be distributed digitally on the Hudson PEP web site, at the Title I annual meeting and available in the office. All documents will be provided

in Spanish and English.

The mission of Hudson PEP Elementary is to ensure that every child has the opportunity to develop academically and socially to become lifelong 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.

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 26% 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.

2. *Hudson PEP Elementary* shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

... - ...
**Parent-teacher conferences, and parent advisory council meetings, etc.
Curriculum Information is available on School Website.**

6. If the school wide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(g)

The Campus Improvement Plan, CIP, will be explained to parents, in a TCIS Charter Advisory Council meeting.

A time for questions and comments will be provided.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Hudson

Pep shall: Section 1116 (e)

{i} provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a **child's** progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Resources are provided during parent-teacher conferences and upon request from the teacher.

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 {e}(2)

- a. Provide assistance to parents In understanding how to monitor a child's progress and work with educators.**
- b. Parent contact and meetings using a variety of communication mediums in Spanish and English**
- c. Providing materials to help parents work with their children to improve their children's achievement**
- d.. Technology support as needed**

educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school: Section 1116 (e)(3)

Staff will complete this wining through a video and a question and answer session in the fall or spring. The Parent Advisory Council will give Input prior to the training.

to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

- e. Meet the Teacher Nights or Parent Teacher Conferences**
- f. Volunteer Opportunities**

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 {e}(14)

- **Publicity and Invitation to parents about events**
- **letters and newsletters and other print info**
- **Emails and electronic communication in Spanish and English**

Although ESSA statute does not require the School Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your "policy on policies" and follow the more restrictive requirement.

If required ... This policy was approved by Hudson PEP Elementary on 06/10/2022.

Signed by Authorized Official: Christi Coleman

Date: 06-10-2022

IMPORTANT NOTE: This template will assist a school when developing a school parent and family engagement policy. For purposes of TEA validation, the school policy validation will review the items in this template as well as items that are a part of the school-parent compact. For more details contact your title I,

Part A ESC contact.

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4.2: Offer flexible number of parent involvement meetings

[Preview attachment PFE documentation.pdf](#)  [PFE documentation.pdf](#) 1.2 MB

Plan Notes

TODDLE IB management system \$6,160

Will work to increase mastery in sub pop demographic groups in reading and science.STEMscopes, Nearpod

Writing will now be imbedded in reading with cross-curricular connections to social studies and science TEKS.

Nearpod and Flocabulary - \$7,590.00

STEMscopes for Science and math - \$2,955.75

MobyMax - \$3,795.00

Academic Excellence Improvement Council

Committee Role	Name	Position
Classroom Teacher	Kellie Weber	Media Specialist (Library)
Non-classroom Professional	Amanda Vallery	Counselor 1-5
Classroom Teacher	Melissa Doom	Second Grade Teacher
Classroom Teacher	Kim Storey	Third Grade Teacher
Business Representative	Mike Maxwell	Minister
Administrator	Christi Coleman	Principal
Parent	Petra Nash	Parent
Parent	Tony Polk	Parent
Classroom Teacher	Deanna Kalmus	Classroom Teacher
Parent	Laura Miller	Parent
Parent	Whitney Reardon	Parent
Parent	Meredith Searcy	Parent
Business Representative	Erica Roberts	Business Representative
Non-classroom Professional	Allison Smith	Academic Dean

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Motivational Math and Reading Think Up, Nearpod, STEMscopes and other software to use as data for Student Growth.	ESSER	\$25,000.00
1	1	3	NearPod ZSpace and Flocabulary	Title 1, Part D	\$7,500.00
1	2	1	COVID-19 supplies		\$1,500.00
1	2	2	Funds to update PE department for healthy students		\$500.00
2	1	2	Membership fees	Start Up Grant	\$4,800.00
2	2	1	Program to be purchased	Start Up Grant	\$4,500.00
4	1	3	Grants, Student Field Trip Budget for Spring		\$50,000.00
4	1	4	Students that cannot afford the camp will be provided financial assistance to attend the camp	TCIS charter funds	\$2,000.00
4	1	5	Books and Center-like activities to reinforce and enrich classroom instruction	TCIS Start Up Grant	\$6,000.00
Sub-Total					\$101,800.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					-\$51,800.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Additional resources for the Push In GT Enrichment	Title V, Part A	\$1,000.00
4	1	3	Virtual Field Trips		\$1,000.00
4	1	6			\$25,000.00
4	3	1	Money for SIOP training from Region	263	\$1,000.00
Sub-Total					\$28,000.00
Budgeted Fund Source Amount					\$52,000.00

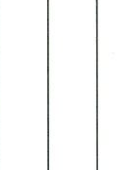
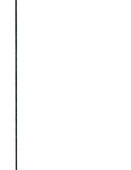



211 Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$24,000.00
212 Title I, Part D, Subpart 2 - Neglected						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$7,500.00
					+/- Difference	\$7,500.00
289 Title IV, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$11,000.00
					+/- Difference	\$11,000.00
194-PIC 25 State Bilingual/ESL						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$5,000.00
					+/- Difference	\$5,000.00
258 Public Charter School - STEAM						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$38,000.00
					+/- Difference	\$38,000.00
					Grand Total Budgeted	\$164,500.00
					Grand Total Spent	\$129,800.00
					+/- Difference	\$34,700.00

Addendums

Academic Excellence Improvement Council

Meeting Date: November 11, 2019

4:00 P.M.

Committee Role	Name	Position	Signature
Administrator	Sue Wilson	Principal	
Classroom Teacher	Sheri Finn	First Grade Teacher	
Non-classroom Professional	Amanda Valley	Counselor 1-5	
Classroom Teacher	Melissa Doom	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	Patricia Cole	Instructional Aide/Library	